

School and Community

Vol. XVI

MARCH, 1930.

No. 3

A WISE USE OF COMMENCEMENTS.

WITH UNANIMITY the Missouri School Administrative Association resolved to see that their commencement programs should present "the broad humanitarian and patriotic principles presented by Governor Caulfield's State Survey Commission". Making definite use of these programs at which one-half million people will be interested and responsive listeners is an opportunity that no wide-awake school administrator is going to overlook. No theme can offer a more challenging message than equality of educational opportunity and support, no subject could be nearer the hearts of Missourians than that which deals with the welfare of children, justice in education and taxation, and adequate care of the unfortunates. Here are themes dealing with humanitarian justice and patriotic progress, not as mere abstractions but in such a definite and concrete way as to demand and inspire action.

Teaching Citizenship is good but practicing it is a thousand fold better.

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**41 Teachers Averaged
\$332.64 each last August!**

**These figures are taken from our
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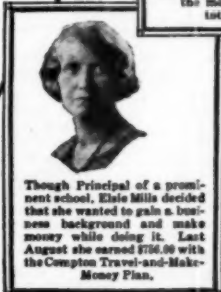
Forty-one teachers averaged \$332.64 each with Compton's last August. Some made considerably more. The earnings of some were less. But \$50 to \$75 a week—a \$500 summer—is by no



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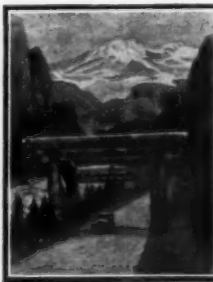
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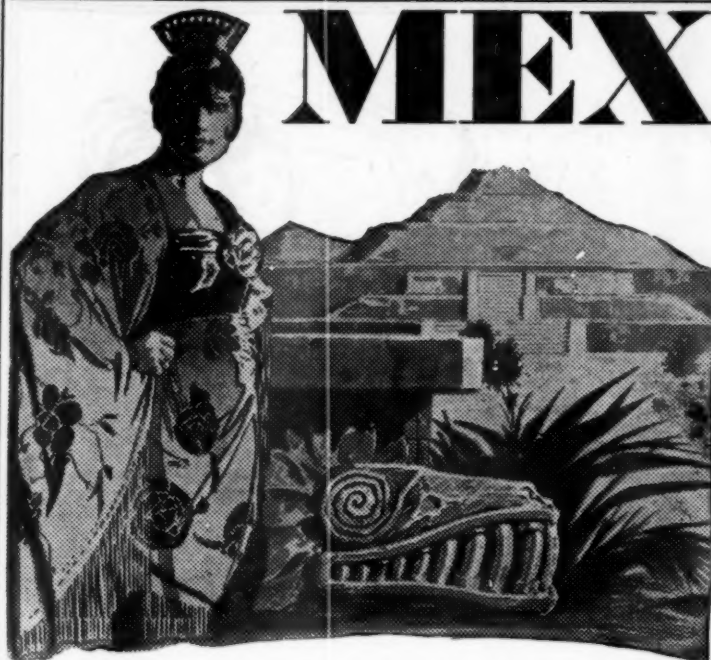
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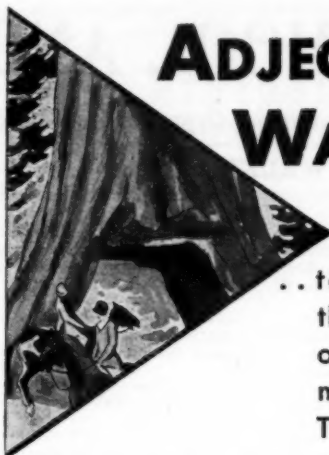
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through
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CANAL

SCHOOL AND COMMUNITY

Official Organ of the Missouri State Teachers' Association

THOS. J. WALKER, Editor

E. M. CARTER, Bus. Mgr.

Vol. XVI

MARCH, 1930.

No. 3

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EDITORIALS

At this time Governor Caulfield's State Survey Commission has completed the publication of five volumes of its report. Two others are in the process of preparation and will be off the press soon. Inasmuch as the tax problem is vitally and inseparately bound up with the education problem, it behooves all school people to become acquainted with the tax proposals of the Survey Commission. We should ever keep in mind that the program recommended by the Governor's Survey Commission is not only a program for equalization of educational opportunity, but also a program for the equalization of educational tax. If, as we believe, education is a public function, then the public should pay the major part of the bill. "Public schools" is a misnomer in Missouri as a description of our school system. This is true, because the public in a wide general sense is not supporting education. The support in Missouri depends not upon the public as a whole, which is able to support good schools for all the children of all the people, but on small communities which are too often unable to maintain the kind of school which modern civilization demands and which each child has a right to enjoy. We are reprinting the following from pages 166 to 172 from the Report of the State Survey Commission believing that the readers of the SCHOOL AND COMMUNITY will be vitally interested in this important phase of the problem.

Tax Recommendations of the Governor's Survey Commission.

ON ACCOUNT of the importance of the program for the improvement of Missouri's institutions, this Commission concluded not to adopt the recommendations made by the tax authorities for new forms of taxation in *starting* the program, but to use established methods which had been approved by the courts. The Commission, however, desires to state that it is firm in the conviction that luxury taxes of the proper type should be levied in the State of Missouri, and that tangible property should be given corresponding relief. There is a very considerable population in this and other states that owns no property and pays no tax. This population to a large degree escapes taxation. The tax levy upon admissions to theatres, upon tobacco in various forms, and other personal indulgences, would permit these people to make contribution to the State whose protection they enjoy.

The enemies of this form of taxation have adopted the word "nuisance" as applied to such taxes, and the newspapers have fallen into the use of this term. The term in the Commission's opinion is an unjust description of a legitimate form of taxation. It is a matter of common knowledge that tangible property in this state is carrying more than its share of the tax burden. This is true in most states in the Union, and grows out of the historic fact that for many years, and in a less complicated state of society property was largely the evidence of wealth and the only source of taxation. In modern society with its increased wealth largely invested in intangibles, new forms of taxes should be developed, and tangible property should be proportionately relieved. Luxury taxes are the only taxes known to the Commission, that can be paid only by the consent of the taxpayer. If a man does not wish to be taxed he can refrain from the use of the luxuries. If he insists upon using the luxuries he should be willing to pay toll to his government. The immense wealth

derived today from the tobacco and moving picture industries should yield some fruit in taxation. The Commission has no doubt but what other forms of tax may be developed, and it is suggested that the whole problem should have study with a view to making a recommendation for the equitable distribution of such tax levies.

For the time being, however, that to as great an extent as possible the objectives heretofore set out might be attained, the Commission makes the following recommendations.

RECOMMENDATIONS

1. That to eliminate as nearly as possible the inequities and wholesale evasion resultant of the present plan of treating intangible wealth like other property for tax purposes, the exemption of the ever-increasing intangible wealth of the State from assessment for property-tax purposes is recommended. It is proposed to reach the income from intangible wealth, a large part of which now escapes, but to do so by means of a graduated individual income tax, which proposal is taken up further on in these recommendations.
2. That instead of trying to tax mines on what is believed to be their value, which at best is only a guess and may work serious injustices either toward the owner or toward the State, it is recommended that a "Gross Production Tax" be levied on oil, gas, minerals and timber at the actual cash value thereof, at the place of production. Such a tax would seem to be an equitable manner of taxing such wealth, and therefore desirable.
3. By way of making an approach to the attainment of objectives two and three as outlined in the first part of this section, the Commission recommends that the State undertake to pay to all localities the amount by which the cost of adequate public schools exceeds the yield of a reasonably low school tax levy. The conditions of such a proposed grant have been described fully in the section of this report dealing with the public school system. The local tax rate which is proposed as one of the conditions of the grant is 20 cents.
4. That at any time in the future when it is possible to increase rates of the gasoline tax and motor vehicle licenses, similar grant be made for local street and road improvement and maintenance, under the approval of the State Highway Commission, the conditions of the grant to include the abolishing of local gasoline tax levies and licensing of motor vehicles, and the assignment for road use of a local tax on property at a low rate, and the provision of an adequate county and state supervision of road work and expenditure. This would also be a means of equalizing the tax burden and more equitably distributing revenues received from state taxes. Full state support of all of the eleemosynary institutions would also tend to relieve overburdened local areas and equalize the tax burden.
5. That other forms of taxation for equalizing the tax burden might be studied and developed, the Commission most urgently recommends that the next Legislature provide for a careful study and revision of the taxation system, as well as the administration thereof, of Missouri, and that this study *include luxury taxes*.
6. Inasmuch as only about 20 per cent of the State's needs as listed are for capital investments, and since capital expenditures will amount to about 25 per cent of the income foreseen over a twelve-year period, as per details which follow, the Commission recommends the "pay-as-we-go" policy instead of a bond issue inasmuch as there are no pressing needs for a large building program. The average over the

years for capital expenditures of about three millions for the building program is not large. It therefore seems more economical to provide the funds from annual income, since the interest and sinking fund on any bonds, if issued, would soon nearly equal the annual outlay.

7. Throughout this report "capital outlays" and "extraordinary repairs" have been treated separately from increases in current expenses. This is in keeping with good business practice, so, in accordance with such practice and by way of maintaining the proper accounting control over the funds to be expended for capital investments, it is recommended that the amounts herein estimated to be necessary for buildings for each institution be segregated and known as *building funds*.
8. By way of initiating the program of reduction of transactions between the State and the counties and the counties and the State, with resultant simplifications in accounting and saving in expense, and inasmuch as the recommendation for increased state support of the public school system contemplates free textbooks, for which the County Foreign Insurance Tax Fund is used, to help provide the revenues with which the State is to meet its many needs, it is recommended that the one-half of the foreign insurance tax which is now distributed to the counties and the City of St. Louis be diverted to the state revenue. A summary of the estimated yield from one-half of this tax at the present rate, allowing for a small normal increase, is given later, along with estimated yields of other taxes recommended.
9. To add to the State's revenues and more nearly equalize the tax burden, in order to help meet the present and future needs of the government, as heretofore set out, it is recommended that the present corporation franchise tax be increased from one-twentieth of one per cent to one-tenth of one per cent. In the summary that follows as to the yield from this source, allowance is made for a reduction in the basis over that of 1928 because of the amendment reducing the tax on no-par-value stock.
10. In connection with the income tax, increases in rates and graduated scales of rates of normal income tax as applies to individuals are recommended, together with a surtax. As applies to corporations, an income tax of $2\frac{1}{2}$ per cent is recommended, with no exemptions. A description of the tax follows.

Description of the Proposed Income Tax.

(a) If the proposal is adopted, the exemptions will be like those of the present state income tax, and the tax will be paid by the taxpayers who should pay state income tax under the present law. The rates upon individuals will be as follows:

Rates on Income above the Exemptions Incomes Terminating	Additional	Normal Tax Present	Total
0—1,500 -----	$\frac{1}{2}\%$	1%	$1\frac{1}{2}\%$
1,500 and above -----	$\frac{1}{2}\%$	1%	$2\frac{1}{2}\%$
	<i>Surtax</i>		
0—4,000 -----			
4—7,000 -----	$\frac{1}{2}\%$		
7—10,000 -----	1%		
10—13,000 -----	$1\frac{1}{2}\%$		
13—16,000 -----	2%		
16—19,000 -----	$2\frac{1}{2}\%$		
19,000 and up -----	3%		

The proposed corporation tax is $2\frac{1}{2}$ percent, an increase of $1\frac{1}{2}$ per cent, with no exemptions.

The following figures show the individual tax computed for a married man with two dependent children, and compare this tax with the present state tax:

Entire Income	Proposed Tax	Present Tax
\$3,000 -----	\$9	\$6
4,000 -----	40	16
5,000 -----	65	26
10,000 -----	226	76
20,000 -----	780	176
100,000 -----	5,248	976

The collections of the first year (before making allowance for arrears to be expected—to be collected in years after that when the money is due) are estimated roughly as follows:

Present 1 per cent tax -----	\$4,000,000
Additional Tax:	
Normal -----	3,200,000
Surtax (including all dividends) -----	3,300,000
Corporations -----	2,200,000
Total Additional -----	\$8,700,000
Total Tax -----	\$12,700,000

These figures, however, are based upon the results of the present tax in 1929, and the staff at present engaged in enforcing the income tax (as well as those of the past) is said to be entirely inadequate. The higher estimates for later years are submitted with the clear understanding that they cannot be realized without very radical strengthening of the administration. [See Appendix "C," pages 95 to 103, inclusive, *The Taxation System of Missouri.*]

The estimated yield by years from each of the taxes recommended over a twelve-year period, as well as the total yield by years over the same period, is shown in the following table.

Total Additional Revenues Foreseen.

The proposals contemplate the collection of an estimated total of \$158,800,000 in twelve years. The estimates are as shown in the following table:

TABLE NO. 19
FORECAST OF ADDITIONAL REVENUES AS PROPOSED BY THE STATE
SURVEY COMMISSION OVER A TWELVE-YEAR PERIOD

	Additional Income Tax	Additional Corporation Franchise Tax	Division of County Foreign Insurance Tax to State Revenue	Total Additional Revenues Foreseen
First year -----	\$7,000,000	\$1,000,000	\$1,250,000	\$9,250,000
Second year -----	9,000,000	1,050,000	1,250,000	11,300,000
Third year -----	9,000,000	1,100,000	1,300,000	11,400,000
Fourth year -----	10,000,000	1,150,000	1,300,000	12,450,000
Fifth year -----	10,000,000	1,200,000	1,350,000	12,550,000
Sixth year -----	11,000,000	1,250,000	1,350,000	13,600,000
Seventh year -----	11,000,000	1,300,000	1,400,000	13,700,000
Eighth year -----	12,000,000	1,350,000	1,400,000	14,750,000
Ninth year -----	12,000,000	1,400,000	1,450,000	14,850,000
Tenth year -----	12,000,000	1,450,000	1,450,000	14,900,000
Eleventh year -----	12,000,000	1,500,000	1,500,000	15,000,000
Twelfth year -----	12,000,000	1,550,000	1,500,000	15,050,000
Totals -----	\$127,000,000	\$15,300,000	\$16,500,000	\$158,800,000

This program of additional revenues is well within Missouri's ability to pay, and even in face of the crying conditions is entirely in keeping with what citizens of comparable states are paying regularly. If, and when, initiated, it will still leave Missouri below the tax level of many states.

11. It is recommended that no funds be expended nor obligations incurred to carry out the program outlined herein until the taxes levied to support the plan have been in effect one year.

Missouri School Administrative Association Holds Session

A GREATLY INCREASED enrollment, and an interesting and strictly practical program were prominent features of the Seventeenth Annual Meeting of the Missouri State School Administrative Association held at Columbia, February 13 to 15 inclusive. This Association is composed of the Administrators of the schools of Missouri including county and city superintendents and principals.

The officers for the ensuing year are President, W. M. Westbrook, Superintendent of Schools, Marshall; Vice-president, Miles C. Elliff, Superintendent of Schools, Aurora; Secretary-Treasurer, G. V. Bradshaw, Superintendent of Schools, Senath. These and three members of the Executive Committee were elected at this meeting, the latter being Supt. Stephen Blackhurst of St. Charles, Supt. G. E. Dille of Chillicothe and Supt. Heber U. Hunt of Sedalia. Mr. Hunt was elected to fill the vacancy on the board caused by the election of Supt. Westbrook to the Presidency.

Only One Resolution Adopted

The only resolution adopted by the city school administrators was the following which was offered by Supt. Wm. Lemmell of Flat River and which was unanimously approved:

Whereas the annual graduating exercise in each of the high schools of Missouri is an effective means of publicity.

Be it Resolved by the Missouri School Administrative Association that we favor as a part of each Commencement Address in Missouri during the next Commence-

ment season the presentation of the broad humanitarian and patriotic principles of educational reform as presented by Governor Caulfield's State Survey Commission.



Supt. W. M. Westbrook, President of Mo. School Administrative Ass'n.

The county superintendents who met in several sessions separately were addressed by Professor C. E. Rarick of Hays, Kansas. Professor Rarick dealt at some length on the report of the Governor's Survey Commission, making a strong argument in its favor and reciting the experiences of Kansas which is now promoting a similar program with more encouraging prospects of success than are ours at present.

Miss Parrot, State Rural Supervisor of North Carolina, delivered two addresses in which she described the great progress her state has made in recent years under a county unit system with a liberal state allowance for equal-

ization purposes. She traced the origin of the improvement to a former Governor of her state who had the vision and the courage to see the value of education and to fight openly and above board for it.

The following resolutions were approved by the county superintendents:

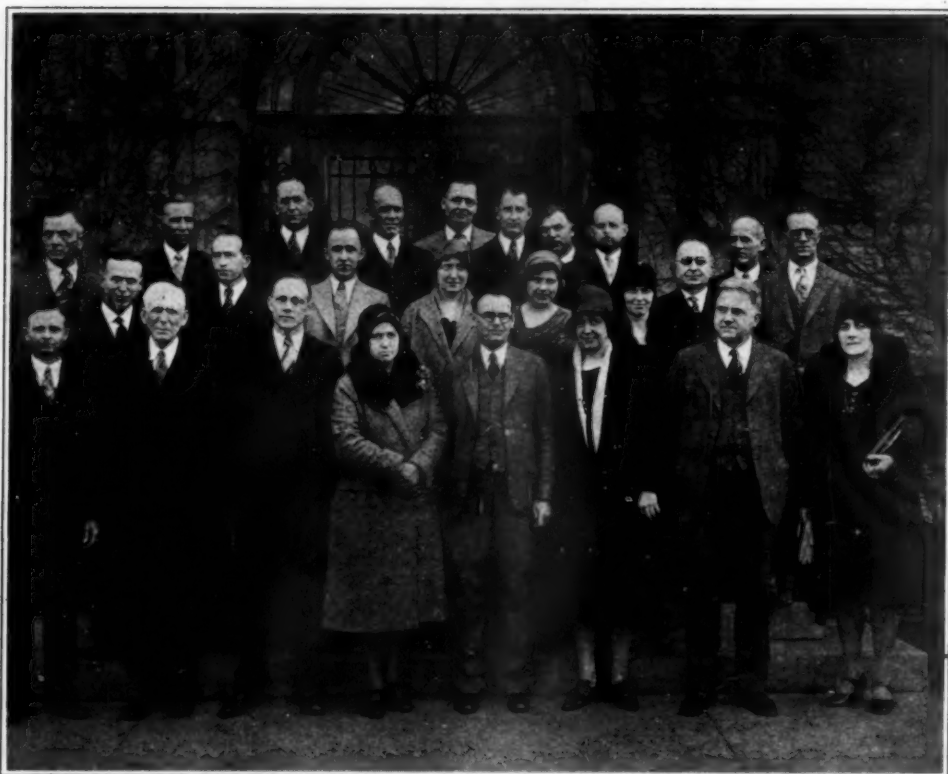
County Superintendents Adopt Progressive Resolutions

We, the committee of the County Superintendents of Missouri, present the following resolutions recommending namely:

1. That the County Superintendents of schools in Missouri be required to have the degree of B. S. in Education or its equivalent. That those superintendents now in service who cannot

- qualify be required to earn at least six hours of college credit annually until the requirements are met.
2. That all papers from teachers' examinations in the various counties be sent to the State Department of Education to be graded in order that there may be uniformity of standards throughout the state.
 3. That teacher-training high schools be eliminated in counties where they are not needed and that the money saved in this be used to pay for the services of a county supervisor of rural schools.
 4. That the third grade county certificate be abolished.
 5. That the maximum number of college hours done by teachers in correspondence or extension work per year, when actually engaged in teaching be six.
 6. That the sixty hour life certificate be abolished and a two or three year provisional certificate be substituted in place of it, to be renewed upon recommendation of the county superintendent.

COUNTY SUPERINTENDENTS ATTEND SHORT COURSE AT UNIVERSITY



Fifteen county superintendents who attended the State Convention of School Administrators remained in Columbia to attend a two weeks short course offered by the School of Education of the University. The county superintendents taking this work were: Blanche Baker, Grundy county; A. F. Borberg, Franklin county; J. S. Brand, Crawford county; Fred L. Cole, Washington county; Thos. Fitzpatrick, Dade county; Vivian Gaty, Ste. Genevieve county; W. H. Gunther, Lafayette county; J. F. Hortenstine, Linn county; W. F. Hupe, Montgomery county; Desse Jane Manuel, Polk county; Charles Randall, Wayne county; C. F. Scotten, Pettis county; C. D. Snodgrass, Miller county; J. C. Underwood, Pulaski county, and R. B. Wilson, Jefferson county. The accompanying picture is a group of these superintendents with some of their instructors and other members of the class who are not county superintendents.

NOTES ON THE ATLANTIC CITY CONVENTION

THE NATIONAL Convention of the Department of Superintendence was held in Atlantic City nine years ago. Two reasons were advanced in explanation of its being held there again this year. They are: Original sin and a bad memory.

Dr. John K. Norton reported that he went into a barber shop and got a hair cut. They trimmed him for \$1.15.

Superficially Pittsburg and Atlantic City seem to be cities of distinctly different characteristics, but fundamentally they are quite similar. It is said of Pittsburg that there they make iron and steel for a living. Playing upon the word "steel" the wag announces that in Atlantic City they do not make iron.

However, and notwithstanding the extravagant prices charged for the necessities of life, it was a great convention with a thrilling program and a marvelously adequate convention hall—perhaps the biggest and best in the world for such a convention.

The program was too big. So much at every hour of the day (which began at breakfast where various groups and committees had interesting programs and ended as far into the night as one's endurance could carry him) that one's interest in what one saw and heard was somewhat dimmed by one's regrets for having to miss so much that one wished to see and hear.

THE BOARD WALK extending for seven miles along the beach, where the waves murmur music, where the sunshine plays upon the sea and sand, and where the air has a delightfully invigorating tang, is made for pleasure and leisure. It is in nowise conducive to efficiency in getting from one place to another. Transportation facilities more rapid than the pace of a lazy wheel chair are entirely lacking. Much time was lost and many legs were wearied by the necessity of trudging long distances from one group meeting to another and from the hotels to the auditorium.

The Missouri dinner held on Monday at the Ambassador Hotel was one of the largest ever held at the National meeting. Here nearly two hundred foregathered for the sake of renewing old acquaintances. A short program over which Supt. Henry J. Gerling presided was composed of a few short talks, and some songs led by the inimitable Wm. A. Gore, now of New York University. Supt. Joseph R. Gwinn of San Francisco, one of the banquet speakers, paid high compliment to the Missouri State Teachers Association for its efficiency and the loyalty of the Missouri teachers to it.

He with a group of thirty or forty California teachers had paid the headquarters building at Columbia the compliment of a visit. He was quite fulsome in his praise of this structure. The California Association of which Supt. Gwinn is the President, is contemplating the erection of a headquarters building in the near future.

High Lights From Addresses

SEVEN CHARACTERISTICS OF LIFE AND EDUCATION

Frank Cody, Superintendent of Schools of Detroit, Michigan and President of the Department of Superintendence

EDUCATION IN the spirit of life is Education that is the embodiment of our present civilization—education that gives to the youth only those experiences of the race that have a direct meaning and use in the world today.

Life is progressive. It is continually advancing. Education must discard the outgrown categories of thought of a bygone age and acquire a scientific attitude in order to understand and carry forward the amazing discoveries of our age. Scientific achievement has upset the whole social order. Education must be open minded, flexible, ready to cope with new situations, mental, social and physical.

Life is practical. Education must be useful. We are no longer training a leisure class. The laws of our land compel the young people to remain in school long beyond childhood. We must give them skill and some line of remunerative work. We must turn out a product that is not only good, but good for something. Every path through our schools should lead to some definite goal, whether it comes at the end of a professional course in a university or a part time continuation school.

Life is dynamic. Education must be alive, active, vital. It is deeply concerned with the social and industrial problems of the age. We are all caught in a veritable whirlpool of change and discovery. Education can no longer be conservative and academic. It cannot sit back and be content to observe and reflect. It must act. Research and investigation of all sorts should terminate in a definite course of action for the benefit of society.

Life is recreative. We must train for leisure. Here again the changes in our physical environment have upset the older order. Increased leisure brings with it a possibility of social disintegration. Education needs a constructive program in recreation, both in a spiritual and a physical sense.

Life is friendly. Education is not a cold austere duty, but a journey down a friendly road. Such education has no traffic with race prejudices or dogmatic differences in creed. It strives always to maintain proper balance between individual freedom and the welfare of the group. The teacher is not a severe task master in a dreary round of discipline but a kind leader in a congenial and inspiring place.

Life is cooperative. Education must reflect the will of the people and at the same time strive to raise the standards of life of the community. Our schools are what people want them to be. If they are good, it is because we have had the trust and loyal support of the public. It is the earnest wish of every parent's heart to give his children the best opportunity that life affords. Schools have demanded the largest portion of our taxes and the people have gladly given it. It rests with us to be sure of the "for value received, we promise to pay". Our schools cannot

be aloof from the community, they must be a part of it.

Life is idealistic. Education must aim high. The ultimate ideal of true education is to develop character, to lure young people on to the highest and strongest spiritual grounds, to keep ever before them the loftiest and most challenging conceptions of human worth and above all to elevate their own estimate of their individual worth and possibilities. Education that has failed to do this, has lost its own soul.

TRAINING IN CITIZENSHIP A CO-OPERATIVE ENTERPRISE

Frank A. Rexford, Director of Civics,
New York

ALL EDUCATION is primarily for the realization of a broader and more useful citizenship. Only a small part of education for citizenship as such can be handled in the class room or even in the school but a wide cooperative and helpful spirit must be built up which will include the home, the school and the town or city governmental departments.

THE DUALITY OF EDUCATION

Willard W. Beatty, Superintendent,
Bronxville, New York

A REAL EDUCATION must consist of at least two parts. The first of which transmits to the coming generation the traditions and the achievements of the past; the second of which provides opportunity for creative expression out of which alone can develop the power to contribute further to the permanent heritage of the race. Many schools have seen but the first of these obligations, and out of this have grown the memory training curricula of the past. Without something more, the product will be a sterile thing. Each individual has within him the potentiality for creative expression; the ability to fashion from the materials of his environment some expressions which will be stamped with his own personality. The modern school, recognizing this potentiality, must supply the opportunity in the field of language, art, handwork of one kind or another, and music for the release of this creative power.

PUBLIC SCHOOLS BELONG TO CATHOLICS TOO

Father J. Elliot Ross, State University of Iowa

TRY to make plain that the public schools are really public in the sense of belonging to the whole public—Catholic, Protestant, Jewish and unchurched. An implication from this is that properly qualified Catholics have the same right to teach in the public schools that any one else has and I suggest that in order to show there is no discrimination against them on the ground of religion, all questions of religious affiliation be omitted from your application blank. And since the public schools belong also to Catholics, I think you should welcome Catholic children who are attending parochial schools, to make use of the public schools for manual training or domestic science, or whatever else they wish to take.

SUCCESS DEPENDS UPON FRIENDSHIP

Mrs. Edith B. Joynes, Norfolk, Virginia

TO STIMULATE wholesome desires and attitudes is one of the most important functions of education today. These wholesome attitudes will be developed when all teachers realize that success depends upon friendship with pupils; because the pupil studies best, recites best and learns best under the teacher he likes.

CULTIVATION OF INNER RESOURCES **Dr. Reinhold Niebuhr, Union Theological Seminary, New York**

WE ARE LIVING IN a world in which labor is being increasingly mechanized and the creative jobs which the old landcraftsman could achieve in his labor are being substracted from the life of the modern toiler. Education dare not therefore be purely technical. It must aim at the cultivation of inner resources by which men can make constructive use of leisure. The automatic machine will in time, if we are able to achieve social justice, give us a great deal of leisure, but leisure alone does not give the good life. Without such educational discipline as will furnish men with the

resource to appreciate literature and art and every high value of the spirit, we cannot counteract the negative influence of the automatic age. Education is the conscious direction of the human spirit to its highest goal and the master of the means and the technic by which the ends may be achieved. The more complex life becomes, the less may we trust innate capacities to develop without guidance. We have yet to prove that modern man is capable of governing the intricate mechanism of modern civilization without suffering disaster.

MODERN BUSINESS LOOKS AT EDUCATION

Frank P. Jewett, Vice-President American Telephone and Telegraph Company

I TRUST THAT you will not gain the impression that we of business would have you make all secondary education merely a cog wheel in a machine to produce efficient human tools for business. We have relatively little use for detailed technique acquired at the expense of more fundamental mind training. Business is quite competent in the main to provide the details of training in the technique of its operations. Education is best not only for us, but for our employees as well, which in addition to training the mind to concentrated, intense application on the task in hand, develops in the individual maximum capacity for thoughtful consideration of any problem he or she may be called upon to consider, and indoctrinates in every boy and girl a desire to seek enjoyment and contentment in the more substantial things of life. We are finding that the man and woman who is a good citizen with the capacity through training to lead a happy life without complete dependence on artificial stimulation and to approach every problem thoughtfully, is the finest asset which any organization can have. We have learned that those who are trivial and incapable of thoughtful consideration in their general lives are inevitably trivial and unthoughtful in their industrial environment, and so are a drag not only on their own progress but on the organization of which they are a part.

CHARACTER TRAINING MUST BE DIRECT

R. W. Fairchild, Superintendent, Elgin, Illinois

THE BUILDING of character through the teaching of ideals is now a major issue in our public schools and the success of the procedure employed is now beginning to govern the results obtained in regular academic subjects. The significance of character training today centers around methods of presentation. Young people want the truth straight from the shoulder and are quick to see through any "pussy-foot" method of approach to the subject. Training on the direct basis where a definite amount of time is regularly available to cover explicit phases of character building materials is absolutely necessary to obtain results. The indirect method is based upon incidental teaching which soon becomes merely accidental. To overcome any criticism that the direct approach might result in a formal, inflexible and hence uninteresting and ineffective program, normal life situations must be built up by the pupils toward which they react. Based upon these simple conditions that can and do exist, pupils enter into interesting discussions that push teacher participation into the background.

WE NEED A PHILOSOPHY

Thomas H. Briggs, Columbia University

IT IS NOT too much to charge that the most significant lack in modern education is a philosophy that is comprehensive, clear, sound and directive of what education should attempt to contribute to the betterment of modern life. There is only one sound justification for the provision of free education at public expense, and this is that it may make each individual better able and better disposed to contribute to the betterment of the supporting society. Let us freely admit and even justifiably boast that there have been great improvements in this matter, that there is much in the

curriculum of even the poorest modern school contributing directly and effectively to the betterment of life; but when we have done this we find that there is a residue so large and so manifestly useless to the pupils to whom it is administered as to prove the contention that as a people we do not realize the importance of education.

AGRICULTURE AS A MEANS TO EDUCATION

Allan Hulsizer, Georgetown, Delaware

EMPHASIZING THE VALUE of an agricultural background for the curriculum of schools located in agricultural communities rather than using it as an excuse for vocational training in agriculture Mr. Hulsizer said: "The country presents plenty of stimulus for intellectual, aesthetic and recreational activity. Prejudice, habit and tradition tend to deaden response to this stimulus. To use a country school curriculum planned without regard to the experience and home background of the children is to handicap education in the consolidated school in the same way that that of the one-room school was handicapped a generation ago. The consolidated country school can never be anything but a poor imitation of a urban school if it seeks to imitate, but it can be a superior school if its effort is bent toward enriching and adapting country resources as means of development.

SUPERINTENDENTS RESPONSIBILITY

Frank L. Wright, Washington, University

SUPERINTENDENTS of the country should be held responsible for providing every child the inspiration afforded by a teacher with a dynamic personality and effective character, who is a specialist, who knows how to teach and who continues her professional growth even after appointment. If a superintendent who has been on a job three years, does not select his teachers unhampered by anyone, there is something wrong with the superintendent or the board or both.

New Sets World Book for Sale.

Three new sets of the **WORLD BOOK**
(1926) at \$40.00 per set. Address E. M.
Carter, Secretary, Columbia, Missouri.

RELATION OF INTELLIGENCE TO SUCCESS IN TEACHING

By EARL A. COLLINS.

WHAT RELATIONSHIP, if any, exists between intelligence and success in teaching? Can the I. Q. be used as a basis for selecting good teachers? Does the teacher with a high I. Q. always make a superior teacher? Or conversely, does the teacher with a low I. Q. ever rank above the median in teaching ability?

The data for the study of these questions were collected from the Training School of the Central Missouri State Teachers College. In this school all of the teaching is done by students who teach in their major or minor subject. These teachers are under the direction of competent supervisors who have a minimum training equal to the Masters Degree. In addition to this, each supervisor has had special training in supervision of instruction.

A study was made of 104 student teachers, who were selected at random, without regard to their training or previous experience. The training of these student teachers ranged from 75 to 120 college hours. No record was made of the amount of previous teaching experience these teachers had. Some had a few years experience, which might have been a determining factor in their success, while many of them had no previous experience. The minimum essentials in professional training were that each teacher must have had a course in the Introduction to Educational Psychology and a course in the Technique of Teaching. That some had more professional training than others may also have been a determining factor in their success. The number of college hours in the subject taught also varied. The college requires 25 hours of college work in one subject for a major and 15 hours in another subject as a minor. However, none of these teachers had that many hours in either his major or minor since that is only a requirement for graduation and these could not qualify as graduates.

For the lack of a more definite measure, the term "success in teaching" was determined by a combination of ratings of a number of people who were especially trained and experienced in rating teachers.

These teachers were ranked on the basis of from one to ten, one being the lowest possible ranking and ten the highest. Each supervisor or critic teacher was asked to rank each student teacher. No direction was given these critic teachers as to what should be their basis for rating. These ratings were the final marks which the student received for his teaching for the quarter.

In addition to the final ratings received from the supervisors, a number of college students who were being trained in observing teachers were sent into the class rooms to score the teachers. These students were trained to look for the following points in teaching: (1) Did the teacher have a clear definite aim for her recitation? (2) Was her subject matter organized from the child's point of view? (3) Did she give any indication of attempting to take care of individual differences? (4) Did the teacher give evidences of understanding the child's past experiences and build her instruction upon it? (5) Did she connect the new things being taught with what the child already knew? (6) Were the children interested in their work? (7) Did both the teacher and pupils appear to enjoy their work? (8) Was there a large amount of pupil activity? (9) Did the teacher make efforts to train the children in clear expression? (10) Did the teacher make efforts to train the children in reasoning and thinking? From three to six college students who had been trained to look for these points were asked to rate each teacher. There was no effort made to determine the number of visits each student should make to each teacher. Some students visited a teacher only two or three times while others visited each day for three weeks in succession. The ratings of these students compared favorably with the ratings of the supervisors. The supervisors had constant touch with their teachers for one quarter of twelve weeks. The average of the combined ratings of the supervisors and the student observers for each teacher was taken and the result recorded as the index of the success of the teacher. The combination rankings of the 104 teachers are shown in the following table.

Table I
Showing Distribution of Rankings of 104
Student Teachers.

Ranking	Frequency
10	4
9	23
8	18
7	29
6	17
5	8
4	4
3	0
2	1
1	0

Total— 104 Teachers

Median Ranking—6.75
Q1 —5.76
Q2 —8.05

The distribution of ranking ranged from 2 to 10. Only one teacher received a ranking below 4 while 4 teachers received a ranking as high as 10. The median teacher received a ranking of 6 while the middle fifty percent ranged from 5 to 8.

How does this ranking compare with the mental scores of these student teachers? Each year all of the Freshmen who enter Central Missouri State Teachers College are given a mental test and their score is recorded on their record card in the Registrar's office. During their Freshmen year at College, these students had all been given the Thurston's Psychological Test IV which was designed for college freshmen and high school seniors. The results of these tests are shown in Table II.

Table II
Showing Distribution of I. Q. of 104
Student Teachers.

Intelligence Quotients.	Frequency
120-129.9	2
110-119.9	6
100-109.9	7
90- 99.9	17
80- 89.9	21
70- 79.9	20
60- 69.9	15
50- 59.9	12
40- 49.9	4

Total— 104 Teachers

Median Quotient—80.47
Q1 —66.66
Q2 —93.52

Table II shows that the intelligence quotient of these 104 teachers ranged from 40 to 130. The median teacher had an I. Q. of 80.47. Two had an I. Q. of from 120 to 130, while four had an I. Q. of from 40 to 50. The inter-quartile range was from 66.66 to 93.52.

The coefficient of correlation of the I. Q. and final rankings was found to be a plus .344 with P. E. .05830. These figures show that there is a positive but very slight relationship between the I. Q. and success in teaching. That is, as the I. Q. increases it is accompanied by a very slight increase in success.

From data not shown in either of the above tables it was found that 29 or approximately one fourth of the teachers who had an I. Q. below the median were ranked above the median in success in teaching. Two teachers whose intelligence tests showed that they were in the lowest range of the entire group, i. e. 40-50, ranked above the median teacher in success. In fact one of these ranked third from the highest in teaching ability. However, 12 teachers who were below the median in intelligence received a rating below the median teacher in success in teaching. One teacher whose intelligence rating was from 50 to 60 received a rating of 2 or next to the lowest possible ranking in success. One teacher who had an I. Q. within the range of 100 to 110 received a ranking below the median in teaching.

Superintendents frequently use the I. Q. of prospective teachers as a partial basis for selection. Teaching ability cannot be definitely forecast on this basis. No sweeping statements can be made concerning the results from these data because of the small number of cases. But the indications are that a teacher with a low I. Q. has a chance of making a success in teaching. It appears that there is no single or definite mental ability best suited to teaching. If we disregard all possible error in ranking, it can be said that the teacher with a high mental ability is not always the best nor is the teacher with the lower mental ability destined to always be a poor teacher.

It is obvious that success in teaching is too complex a situation to measure with a single score. A student with a poor mental rating may realize her inability to grasp things quickly and easily and therefore devote more time to her preparation for teaching than those who have the good fortune to have a high mental score. The realization of a deficiency may result in more industry. Previous experience in teaching perhaps would have accounted for the high ranking of some of those who were in the lower range of mental ability. Seasoned teachers had perhaps, to a certain

extent, gotten rid of the fear and nervousness common to so many young teachers when they are compelled to teach in the presence of observers. The older teachers, may have had a better knowledge of subject matter and were able to devote their entire energies to presentation problems.

Many other factors may have had bearing on the results of this study. All are well worth considering but do not come within the scope of this paper. It is sufficient to say that, according to these data, a student with an I. Q. not lower than 40 has a possibility of ranking high in success in practice teaching.

The Value of a Parent Teacher Unit to an Elementary School

Alma Schrader—Principal May Greene School, Cape Girardeau, Missouri.

THE GREAT INCREASE of Parent Teacher Units in the last few years, both in numbers and influence, is indicative of the fact that parents as well as teachers are interested in a more abundant life for childhood; that a real partnership is being formed between the home and the school whose chief concern is to prepare our boys and girls for the serious business of life.

The personal touch of the parents is one of the greatest needs of the modern school. It dispels confusion, misconception and error and promotes understanding and co-operation so vitally necessary in the training of our young people to fit them for the duties of citizenship. Fortunate indeed is the school that can boast of a Parent Teacher Unit organized primarily in the interest of the school whose name it bears and whose chief concern is the welfare of the children who attend that school. Such an organization is of real value. It seeks to work with the school, instead of dictating its policies or making its own social activities the paramount object. It may not make great increases in membership, it may not raise large sums of money for additional equipment, but it does maintain the right sort of attitude as regards home cooperation with the school and the school's activities.

The members of an ideal Parent Teacher Unit realize that bringing up the child is a partnership proposition in which the home and school are equally interested. Parents and teachers must pull together always. I like to think of the child as "the precious cargo" being guided and directed safely to its goal—not with the single oar of the parent—but with the help of a companion oar of the teacher. I believe the Parent-Teacher make a power that cannot suffer shipwreck. I have spent my whole life in school and never have I known a

single case of moral failure where home and school worked together.

If it is possible, the Unit should be representative of the school population and not made up of only a small minority of the families. Special effort should be put forth to secure new members and these members should be made welcome. Each member should feel that it is his duty to welcome the new parents and not stand aloof and let some one else give them the "glad hand." I sincerely believe that in order to be of real service, every Parent Teacher Unit should number at least fifty per cent of the families in school. A real Unit will strive to take *all* regardless of social standing into the group, work with them and get their support. Cliques have no place where parents and teachers are concerned. The public schools are a democratic institution. Children are democratic. They will work and play together and judge by true standards if left alone. Parents should be just as broadminded. Leaders should encourage the timid members to talk. They may give some good ideas. They may be of real help. Problems of the Unit may be met intelligently by some quiet little woman who will not talk unless urged to do so.

Parents often criticise the work of a teacher whose room they have never visited. They base their conclusions upon the immature judgment of the children or depend upon "gossip" for information. Irrational and destructive criticism comes always from those who never look inside of a schoolroom. The Parent Teacher Unit should encourage school visiting—not en masse, on special occasions, but everyday visiting—seeing a session through. Parents should familiarize themselves with conditions under which their children work, and view them from an angle other than that of the home. With a proper under-

standing of the pupil, and teacher, and the school, many mistakes will be avoided, many misconceptions corrected and many disasters averted. The result will be that the child will not be told one thing at home and a contradictory thing at school, because the parents will better understand and appreciate changes in the course of study, the newer methods, and the objectives of modern education.

In order to secure the best results the Parent Teacher Unit must work in closest cooperation with the school authorities. Unless there is perfect harmony with the principal of the school and the superintendent of schools, nothing worth while can be accomplished. It should look to the school principal to a large extent for guidance in its activities. If it does not it may propose some idea that would be in direct opposition to the methods of administration. Because of the fact that so many requests to introduce new ideas come to the principal, it is necessary to study carefully the value of each to see what effect it will have upon the school.

On the other hand, the principal of the school should strive to consult the wishes of the members and ascertain as nearly as possible the type of work they wish to do. I think that the principal should, in a tactful way, lead the Unit along lines of really worth while accomplishments. A tremendous amount of good can be done and the principal will find the Unit a great asset in smoothing out disciplinary misunderstandings and unnecessary friction with the home. Through the organization causes of misunderstanding are avoided. Parents no longer assume the belligerent attitude at some report that has been brought home and in most cases judgment is postponed until the teacher's account is heard.

Good programs are absolutely necessary if the Unit is to be of any value to the school. Sometimes too much time is spent in trivial and long drawn out discussions of minor business matters, committee reports and plans for entertainments that

should be settled in a few minutes, or left to a competent committee to take care of the details. In speaking of committees, let me suggest that you pass your committee work around, thus giving all the members an opportunity to serve instead of depending only upon a few.

The program committee is one of the most important in the organization. The personnel of the committee may represent the different types of members but all should have vision, common sense, a knowledge of the membership, and of the resources of the organization to assist in carrying out the program. Every meeting should have a real program, one that will attract the members and give them the feeling when they are through that they have listened to something worth while. In order to be of real value so far as Parent Teacher purposes are concerned the program should develop in parents a sense of responsibility to the school; encourage the study of the child; raise the standards of home life and encourage the members to participate in the program. It should be adapted to the needs of the school and the community and lead to some activity or study which will help make home, school and community conditions better for the development of children.

It should be remembered at all times that the real value of a Parent Teacher Unit lies in the fact that ours is the task of preparing the children for the serious business of life; that they are the citizens of tomorrow. Let us ever be mindful of the fact that the ideals that we sow in the minds and hearts of the youth of today, we shall reap in the next generation. As teachers we cannot do this alone. We need the help of every parent. Let us, therefore, realizing that the bringing up of the child is a partnership proposition, put forth our very best efforts and work together until we can say of every one of our children, "And the child grew and waxed strong in spirit, filled with wisdom and the grace of God was upon him."

World Book for Teachers.

We have three new sets of the World Book (1926) which we are offering for \$40.00 per set. Address Pupils Reading Circle, Columbia, Missouri.

St. Louis Educator Thinks Supervisors Should Not Be Administrators

DR. J. LESLIE PURDOM, discussing the status of the subject supervisor before the department of Elementary School Principals at its meeting in St. Louis last November said:

"In most cases the new supervisor proceeds with good intentions, not realizing that troubles are ahead, and for the first few days believes that her mission is really that of a big sister; but in many cases, and I believe in most cases, after she has worked a little while she becomes an administrative officer and thinks that her mission is to tell teachers what to do."

Calling attention to the fact that many people do not agree with this view of the situation Dr. Purdom in evidence that such optimistic beliefs are not always justified referred to several specific cases and quotations which substantiated the belief that supervisors hold it as their function not to help the teacher do specific assigned tasks but rather to assign, criticize and generally direct the teacher. Asserting that it was his belief that the progress of children is at the present time hindered as much as helped by the supervisor Dr. Purdom said he is not convinced that it is wholly the fault of the supervisor, but due rather to the lack of organization which would make possible the fixing of responsibility.

Dr. Purdom deprecated the fact that authorities on educational organization have not clarified the necessary supervisory organization in the minds of school people. However, he quoted J. R. McGaughy as having sounded the most hopeful note when he said in the Seventh Year Book of the Department of Elementary School Principals, of the N. E. A. the following:

"The relationship between a teacher and a good supervisor is most delicate and is subtly affected by conditions of apparently minor importance. The supervisor who is in a position to make demands or to exercise authority is at once placed under a serious handicap as an inspiring, constructive adviser and helper of either principals or teachers. It is in this sense that a 'conflict' between a supervisor and building principal is completely impossible under a sound plan of organization. In the admin-

istrative sense, the principal can never be wrong."

Continuing his discussion with specific suggestions for improvement of the situation Dr. Purdom said, "These statements by Mr. McGaughy are the most hopeful that I have seen and I commend them to the careful consideration of every principal, supervisor, and teacher, with the hope that everyone will come to see that an organization is necessary which will prevent any subject supervisor from becoming an administrative officer."

"If the teacher is to get the help that she should have from the subject supervisor, it seems to me that we must provide for an organization which will make collisions practically impossible.

"This organization should be based upon scientific facts if possible, but if scientific facts are not available we should proceed to organize as best we can in accordance with a few fundamental axioms that we can all agree upon. Some of these axioms that we might accept are:

1. You cannot serve two masters.
2. Too many cooks spoil the broth.
3. Responsibility must be definitely fixed.
4. A person held responsible for a situation must have some authority to control that situation.

The organization that I would suggest is one which would make it impossible for a subject supervisor to undertake any administrative work or to grow into an administrative officer. At the risk of being called unpedagogical, I would include in the regulations relative to subject supervisors several statements which have in them "Thou shalt not." Some of these would be as follows:

1. Thou shalt not tell a teacher what to do.
2. Thou shalt not express an oral or written judgment on the work of any teacher.
3. Thou shalt not report to an administrative officer on the work of any teacher.
4. Thou shalt not discuss the work of a teacher with anyone other than the teacher herself.

(Continued on page 162)

CLEVER CONSOLIDATION NEEDS THE REFORMS PROPOSED BY THE GOVERNOR'S SURVEY COMMISSION.

By Wayne M. Sandage

THE CLEVER CONSOLIDATED School is not a consolidation in name only. It is a real consolidation performing a real service in a section of the Ozarks where a high school education was formerly impossible for the majority. Twelve years ago four rural districts consolidated with the town at Clever, which before consolidation, maintained a two-year high school and employed four teachers. These teachers received as salaries a total of approximately \$3000 per year. In the outlying districts the four teachers received approximately \$2500 per year. This amount was expended in giving to 160 children what was called an eighth grade education with terms of school never more than eight months in length and only too often much less. About forty children received a two-year high school education. Today with a total about fifty per cent more than was formerly paid, over two hundred children receive a standard eighth grade education in a unified central system, and all of these have the opportunity of completing a standard four-year high school course. About 80 per cent do complete the high school course.

Transportation, at first a bugaboo, has proved entirely satisfactory. Each day six

busses transport about two hundred and twenty children to and from the central school. The maximum length of the bus routes is 15½ miles and the minimum is



Home Economics is Popular at Clever.

13 miles. Unless there is some unusual delay all children are at home within an hour after school is dismissed. Seventy-five per cent are at home within forty minutes after leaving school. Almost all children are unloaded at their doors and only a very few need to walk more than one-fourth mile.



When the consolidation was formed, the four room brick building housing the Clever town school was doubled in size. During the first years of the consolidation this building, although poorly arranged and inadequately equipped, served fairly well. Today with a total enrollment of over three hundred, and other rural districts favorably located for admission, this building which does not contain a gymnasium nor a suitable auditorium is entirely inadequate.



A Commercial Class.

This is the geographical and logical center of a school population of approximately five hundred children. Five rural districts are still operating within a radius of five miles of the Clever school. The present consolidation is a fine thing. Its influence

can already be observed in the community. More and better results will come with the enlargement and improvement of the system. This will be hastened by the adoption of the recommendations of the State Survey Commission. At present our greatest handicap is lack of finance. All present sources of income will not provide the necessary funds for materially increasing the efficiency of the school either in room, equipment or improved instruction. There is no way within our power of increasing the present income. We vote a total levy of \$1.00 which guarantees a total school income of \$50.00 per child in average daily attendance. This makes a total income of less than \$15,000. The total assessed valuation of the consolidation is \$722,000. Before the present school revenue could be increased, under existing conditions, a levy of over \$2.00 per hundred dollars valuation would be necessary.

Also we are badly in need of modern equipment and buildings. More teachers are needed. One teacher has sixty-one seventh and eighth grade pupils in one room. One high school has forty-two pupils. Our pupil-teacher ratio is forty-seven to one. This is too high. At least three more teachers are needed. Our teacher-pupil ratio is 23% higher than in St. Louis, 51% higher than in Kansas City, and over 80% higher than in St. Joseph. Our school system is well organized. We have an excellent group of teachers. The community is progressive. The children are intelligent. They deserve educational



opportunities equal to those enjoyed by other children in the state. The present consolidation has done much and will do a great deal more, but before it can come up to the standards set by modern needs a means must be found of obtaining more revenue. This school is typical of scores of other schools in the state.

Equal educational opportunity for all children in Missouri is surely desirable, and we are growing toward it, but it can never be reached under the present system.

SUPERVISORS SHOULD NOT BE ADMINISTRATORS

(Continued from page 159)

5. Thou shalt not carry messages from administrative officers to teachers.
 6. Thou shalt not initiate a conversation concerning school matters with a teacher unless it is to ask if you can be of assistance.
 7. Thou shalt not have the right to vote in a committee revising a course of study.
 8. Thou shalt not have the right to vote in a committee appointed to select text books.
 9. Thou shalt not represent the superintendent in any capacity.
 10. Thou shalt not give standard tests unless requested by the teacher to assist.
 11. Thou shalt not rate a teacher.
 12. Thou shalt not do anything whatever except to play the part of a big sister to teachers needing assistance.
- "Fortunately or unfortunately for me, I have just had considerable experience

with the medical profession in connection with the illness of one of our children who, I am glad to say, seems to be in good health now. During his illness I suggested and approved consultations between the physician who had the case in charge and eight different specialists, but I do not know what a single one of the specialists said to the physician who had charge of the case. Occasionally I was somewhat disturbed because I could not know what the specialists said to the general practitioner and yet I admire that professional relationship which exists between the general medical practitioner and the medical specialist who comes in to help with the case. It is on a similar high professional plane that I hope the relationship between a teacher and the supervisor can be placed. The best way to get on such a high professional plane, it seems to me, is to follow the commandments suggested and to try to encourage all school people to take the position that the conversation between a teacher and a supervisor should be a private conversation of a personal nature.

"Taking away from subject supervisors all administrative authority and all appearance of administrative authority, and making it possible for them to deal with the teachers on a purely confidential and personal basis, does not lower the dignity of the supervisors, but instead makes them more dignified members of the teaching profession, and enables them to render professional service which, in time, may be valued as highly as the professional service rendered by great medical specialists."

UNADORNED

WINTER!—cold, bleak—bare!
Trees!—dark trees, silhouetted
everywhere!
Under the trees, which so lately they
crowned,
Deep lie the leaves in an heaped-up
mound.
By the sun, the strength of the tree is
revealed—
Each little branch is unconcealed;
Uncovered to stormy winds of the north—
Straight, or deformed, the tree stands
forth.

Unadorned, it faces the wintry sky,
Questioning me, as I pass by:
Should I be willing for men to view—
Straight, or deformed—my purpose true;
Stand forth, calmly, through turmoil and
strife,
Showing the world an unmasked life!
Would beauty of soul be found in me
As power and grace in a naked tree?

—Ella A. Koch.

THE OPEN MIND.

O. Myking Mehus, Department of Social Sciences, Northwest Missouri State Teachers College, Maryville, Missouri.

IT WAS Thomas Henry Huxley who said, "Sit down before fact as a little child, be prepared to give up every preconceived notion, follow humbly wherever and to whatever abysses nature leads, or you shall learn nothing." This is the spirit we need to inculcate in our schools today. Unfortunately, however, instead of conscientiously trying to teach the truth we too often teach the prejudices of the particular community in which we happen to live. And students come to us, not to find out the truth, but in all too many instances their chief concern seems to be to secure arguments for their own particular prejudices and preconceived ideas.

Whenever anyone does advance a new idea it is rarely accepted in an open-minded attitude, for we are by training afraid of anything new. We dislike changes. We shy at new gates. New things go against our grain. Most of us are like the man who would not look at the new moon out of respect of that "ancient institution," the old moon. We resemble the man, who seeing a camel for the first time, gazed at it for a long time and then turning away with an air of positive conviction said, "There ain't no such beast."

We cling stubbornly to the past and we are ruled by its hidebound customs. We worship things that are old and still believe that the golden age is in the distant past instead in the present or in the future. We dream about the "good old days." We believe that everything worthwhile has been accomplished. We are like the government clerk in the patent office in Washington in 1837 who resigned because he believed that everything had been patented and he desired to secure another position before he would be asked to resign.

In the *Cyclopedia of American Agriculture* Dean Davenport mentions that a valuable cart was allowed to rot on a certain South American estate for the simple reason that the native laborers refused to use it because it did not squeak like their old wooden carts. But it is not only in South America that people are afraid of new "Squeaks," for right in our own country we have an abundance of illustrative material to draw from.

The first man who wore a silk hat was pelted with rocks, arrested for disturbing the peace and inciting a riot—and heavily fined. Hardly a fitting recognition for the inventor of headgear that has since crowned civilization's grandest fetes. The first sewing machine Howe put on exhibition was smashed to pieces by a mob. Almost every engineer in the country called Westinghouse a fool because he insisted that his air brake could stop a train with wind. Thomas Jefferson was hated and berated for maintaining that something might be made out of the country west of the Mississippi River. Seward was ridiculed for advocating the purchase of Alaska and it was in derision called "Seward's ice box."

Parmentier was called a pig because he asserted that potatoes were fit for human beings. There is a famous cartoon of Napoleon in the nursery beside the cradle of his son and heir, the King of Rome. The emperor is squeezing the juice of a beet into the mouth of the infant king. Underneath are these words, "Suck, dear, suck! Your father says 'tis sugar." The people who first tried to tell us that there was such a thing as beet sugar had a rather discouraging time of it.

Bathing in a tub was condemned as late as 1842 as a corrupting luxury and was denounced by the medical fraternity. William Harvey, who discovered the circulation of the blood, enjoyed a lucrative practice before he announced his discovery, but after that he was called "crack-brained" and his trade fell off. The Bavarian Royal College of Physicians claimed that railroads would ruin the health of the people, because the rapid motion would give the travelers brain disease.

Galileo's bitterest enemies were his associates in science on the faculty of the University of Pisa. When Galileo proposed to drop two weights from the top of the leaning tower of Pisa to test the doctrine of Aristotle that the heavier one would fall faster than the light one, his colleagues were violently opposed to having any facts brought to light which might discredit Aristotle and jeopardize their own prestige. When Copernicus declared that the

earth revolved around the sun he escaped burning at the stake only by dying prematurely.

The Royal Society of England did not consider Benjamin Franklin's account of his experiments in electricity of sufficient importance to be printed in the Society's Transactions. Luigi Galvani, who experimented on frogs and discovered galvanic electricity, was ridiculed as the "frog's dancing master." George Ohm, formulator of a basic method of measuring electricity, was thought to be insane.

Dafluerre, inventor of the daguerreotype, was put in an asylum for saying he could transfer the likeness of human beings to a "tin plate." Napoleon refused to consider Fulton's steamboat, and later when the first steamboat did cross the ocean, as a result of Fulton's invention, it carried aboard an essay proving the impossibility of the undertaking. Professor Lovering of Harvard University demonstrated mathematically the impossibility of telegraphing 3,000 miles under the ocean. And several scientists also "proved" that the long-range gun was an impossibility at the very time that Paris was being bombarded.

In 1828 the school board of Lancaster, Ohio, refused to permit the school house to be used for the discussion of the question as to whether or not railroads were practical. The matter was recently called to mind by an old document which reads in part as follows: "You are welcome to use the school house to debate all proper questions in, but such things as railroads and telegraphs are impossibilities and rank infidelity. There is nothing in the word of God about them. If God has designed that his intelligent creatures should travel at the frightful speed of fifteen miles an hour, by steam, he would have clearly foretold it through his holy prophets. It is a device of Satan to lead immortal souls down to hell."

Unfortunately it is not only in Ohio that the followers of the teachings of Holy Writ have shown an attitude that was not as open minded as one might wish. Thruout the Middle Ages and even at the present time we find many who stand against modern scientific discoveries. We need thinkers at the present time as never before. This plea is made effectively by Joseph Ernest McAfee who says in "Our Thinking":

"The most atrocious crimes in history
Were perpetrated by 'good' men, cock-sure
That they obeyed divine injunctions, laws
Laid down by a fiat, which 'twere sacrilege
To question. Bloody Marys, Torquenads,
The whole vile crew Inquisitorial,
Were pious to a turn, were sure they served
A holy God while butchering fellow men.
They stubbornly refused to think, or raise
A question of the right or wrong of deeds
That shook high heaven and made of earth
a hell.

A race of thinkers is the only hope
Of progress, justice, peace, security.
A code of laws contrived to stifle thought,
And rob men of their freedom to speak out
What they may think, is wicked, monstrous,
rank,

Unutterable crime, and measureless,
Unpardonable sin against mankind,
To think is universal human right,
The indefeasible inheritance
Of every human soul. Nor that alone.
To think is duty, highest, first, and last."

However, it is not only in scientific and religious matters that men are afraid of new ideas, but we find this attitude manifest when new political, economic, and social theories are advocated. The poet Goethe must have experienced this opposition for he said: "If anyone advance anything new, which contradicts, perhaps threatens to overturn, the creed which we for years respected and have handed down to others, all passions are raised against him, and every effort is made to crush him. People resist with all their might; they act as if they never heard nor could comprehend; they speak of the new view with contempt, as if it were not worth the trouble of even as much as an investigation or a regard; and thus a new truth may wait a long time before it can make its way."

In reading our own United States History we often come across instances to bear out this contention. When Civil Service Reform was advocated in Congress in the eighties, one of the United States Senators characterized the reformers as "a sickly, sentimental, Sunday-school, Goody-Two-Shoes party, which appears desirous of ruling the world not as God has made it, but as they would have it." As if the spoils system were a divine ordinance! When the farmers demanded justice in the

nineties they were called "calamity howlers", "political rainmakers" and "Leather-lunged orators." Instead of studying their grievances with an open mind, the opponents resorted to ridicule and the hurling of epithets. One of the leaders of the farmers' movement was called "rattlepated idiot", "hoax", "anarchist", "blasphemer", "lunatic", and "a mouthing, slobbering demagogue, whose patriotism is all in his jawbone." And still that same leader lived to see nearly all his theories adopted by Congress within a generation and become a part of the law of the land.

It is not necessary to call to your attention the numberless instances in the past few years when men have been unwilling to face problems with an open mind, but have decided them on the basis of bias and prejudice. In our international relations there are still men who advocate that we solve them on the basis of what Washington said one hundred fifty years ago rather than on what modern statesmen are advocating. They forget that in Washington's time it took longer to travel from Maine to Florida than it takes today to go around the world. The world is changing and we must change with it. We cannot close our minds to modern conditions. It is idle to say that we must not enter into any entangling alliances when we already are entangled thru our billions of dollars of foreign investments and trade with every

country in the world.

Our schools must train our young people to think in terms of modern conditions. We must acquaint our students with modern social, economic, and political questions. If our country is to continue to be "a land of the free" we must send out students who can face the world with an open mind and not be bound by the traditions of the past. Eternal vigilance is still the price of liberty. And the great need today is to have leaders who will follow the Truth wherever it may lead. As Lowell says:

"And I honor the man who is willing to sink
Half his present reputé for the freedom
to think,
And when he has thought, be his cause
strong or weak,
Will risk t'other half for the freedom to
speak,
Caring naught for the verdict the mob has
in store,
Let that mob be the upper ten thousand or
lower."

We are not saying that we should accept everything simply because it is new, but we are asking that we approach modern questions with an open-minded attitude. Let our watchword be:

"Prove all things; cleave to that which is good."

PRESIDENT HOOVER'S TRIBUTE To the Teaching Profession

The public school teacher cannot live apart; he cannot separate his teaching from his daily walk and conversation. He lives among his pupils during school hours, and among them and their parents all the time. He is peculiarly a public character under the most searching scrutiny of watchful and critical eyes. His life is an open book. His habits are known to all. His office, like that of a minister of religion, demands of him an exceptional standard of conduct. And how rarely does a teacher fall below that standard! How seldom does a teacher figure in a sensational headline in a newspaper! It is truly remarkable, I think, that so vast an army of people—approximately 800,000—so uniformly meets its obligations, so effectively does its job, so decently behaves itself, as to be almost utterly inconspicuous in a sensation-loving country. It implies a wealth of character, of tact, of patience, of quiet competence, to achieve such a record as that.

In the formation of character you have played a great and an increasing part. And I am less interested, as you are really, in what you put into young folks' heads than in what you put into their spirits. The best teaching is not done out of a book, but out of a life; and I am sure that measured by this standard, it will be agreed that American teaching has been marvelously productive.

In all these great tests of your work—the maintenance of our national ideals, the building of character, the constantly improving skill of our people, the giving of that equipment which makes for equality of opportunity, the stimulation of ambition to take advantage of it—no greater tribute can be paid you than to say that you are succeeding better than was ever done before in human history.

—HERBERT HOOVER.

The Closed Door to Missouri Schools

IN 1928 MISSOURI'S public schools were open on the average 175.7 days. Other states offer their children a longer term. Our best schools are open about 188 days. Missouri ranks twenty-third among the states as to length of school term. This partly explains why Missouri's school system is not ranked among the highest when compared with that of other states. The children of some states have a chance to attend school 12 more days each year than do Missouri's children. During an 8-year course this handicap to Missouri children accumulates to 19 weeks. Under present conditions a child in Missouri has to go to school eight years to receive as much education as some children get in 7.5 years. There is no reason why the children of Missouri should suffer this deprivation.

Of course some will say that Missouri cannot afford to give her children an even start with the children of other states. Yet to raise Missouri up to the standard set by our best schools would cost each of us less than half a cent a day.

The most recent published statistics of the United States Office of Education show that the daily current cost of Missouri schools per child attending is 40 cents. To maintain school for 12 days longer each year would cost 12 times 40 cents or \$4.80 per child. We have about 700,000 children

in public schools so that the total cost of raising Missouri to the standard set by our best schools would be, in round numbers, \$3,360,000. This estimate includes all current expenses such as proportionate increases in teachers' salaries and additional payments for service, supplies, fuel, and transportation. This sum is but little more than quarter of a cent a day (.264 of one cent) for each person in the State.

Missouri citizens have accrued cash savings of \$330,000,000 and an estimated yearly income of \$2,400,000,000. The value of tangible property in the State amounts to \$12,000,000,000. These sums indicate that Missouri can easily afford \$3,360,000 in order to give its children as good a chance as other children have. Compared with what we spend for tobacco or for confections, or for passenger automobiles, or for many other luxuries, \$3,360,000 is not large. We spend over 18 times as much (\$61,360,000) for tobacco *alone*.

Let us no longer make a truce with the facts. If we want education we can buy it. If we want our children to have the same opportunity as other children, we can afford the cost. If we really want to bring Missouri up to highest standards in respect to length of school term, there is no sound reason why we should not do so.

Germane and Germane Produce a Timely Book

In these times when of the making of even education-books there is no end, when it is the ambition (too often realized) of each Ph. D. in education to add to his reputation and income by producing a book, and when most such books are either rehashes and compilations of other books on the same subject or tiresome circumlocutions about data of an alleged research problem, it is a welcome and surprising relief to discover such a book as "Character Education" by Germane & Germane, published recently by Silver, Burdett and Company.

The Germanes have made a real contribution to the solution of a live and, we think, a fundamental problem in education. The gradual dissolution of the home, the breaking up of the family as an industrial unit presided over by the father or

the mother, the competition that character-building institutions like the home and the church are encountering from commercial entertainment—all these have made necessary an emphasis on character education in the schools, of which necessity the public is becoming gradually, though tardily, aware.

The Germanes have made a serious and worthy effort to supply to the teacher and the parent the material, the technique and the basic philosophy by which they believe this task may be accomplished. One feels in reading this volume that the authors have mastered the whole field of tested educational knowledge and have sifted and washed it until they have separated from it each grain and nugget which has a direct and significant bearing on character educa-

tion. These grains and nuggets they have hammered into logical and illuminating chains of procedure so that the teacher finds definite and specific instruments for doing concrete tasks with a particular aim, namely, the implanting, the developing, or the strengthening of a tangible and desirable trait of character.

The book contains over five hundred pages and its bulk has a tendency to cause one to suspect verbosity and dilution but neither fault is found by its reading. Certainly nothing it contains should have been omitted and we can think of no criticism

of the book due to omission.

The book contains two sections—one of which, "A Program for the Home," is published in separate form for the special use of Parent-Teacher Associations.

To the separate and collective responsibilities of teachers and parents this production is at once a stimulating challenge and a means of meeting the challenge.

The authors are also the authors of "Silent Reading." Charles E. Germane is Professor of Education in the University of Missouri and Edith Gayton Germane, the co-author, is his wife.



Rural School Division—School and Community

IN ORDER to encourage attentive listening to good music and to increase the appreciation of rural children for music, eight records have been chosen for study in the rural schools each year. From time to time this year the School and Community has carried an article giving suggestions for the teaching of these records. The last three of the eight to be studied in 1929-30 are *Narcissus* by Nevin, *The Wild Horsemen* by Schumann and *Spinning Song* by Kullac.

Children love a story. Music that tells a story within their comprehension makes a strong appeal to them. Each of the three selections mentioned tells a story or gives a description of interest to children of all ages.

The Spinning Song is an example of imitative music. It describes an old-fashioned spinning wheel. The first theme imitates the rhythm of the treadle and whirl of the wheel. The second theme represents the

happy song which the spinner sings as she operates her wheel. The imitative rhythm is interrupted several times as if the flax has become tangled.

Suggested activities to be correlated with the teaching of the record: Pupils observe an old-fashioned spinning wheel if possible. If not, get an older person to tell about a spinning wheel. Look at pictures of an old-fashioned spinning wheel.

Pictures: *The Spinner* by Maes (See Picture Study List for 1929-30, State Courses of Study, p. 151), or *Priscilla Spinning* by Barse.

Play the following selections (or similar ones) and without telling the title, let the children select the music that seems to belong to the picture.

The Wild Horsemen by Schumann.

Menuett by Paderwski.

Spinning Song by Kullac.

Narcissus by Nevin.

In connection with the *Spinning Song*

by Kullac play also Spinning Song by Mendelssohn and Spinning Wheel Quartet from "Martha."

The Wild Horsemen is an excellent selection to use in the development of a galloping rhythm. It is the story of two horses galloping one is a real horse the other is a phantom horse.

ACTIVITIES:

Have children count the number of times the real horse is heard. Which is louder the hoof beats of the real horse or the phantom horse?

Divide the class into two groups. One group will slide the palms of the hands when the phantom horse is heard, the other group will clap their hands softly to the rhythm of the hoof beats of the real horse.

ACTIVITIES:

Read the life of Schumann. Use the picture of *The Horse Fair* by Bonheur.

Narcissus was written to portray the old Greek mythology story of Narcissus. Narcissus was a handsome lad who was very vain. Echo, a nymph was in love with Narcissus but he rejected her love. She was so grieved that she faded away until only her beautiful voice remained.

The god became angry because Echo was one of their favorites and caused Narcissus to fall in love with his own image as he looked into the depths of a clear pool.

Fascinated by the beauty of his own face, he bent unceasingly over the mirror of the pool until he, too, died and was changed into a flower which now bears the name "Narcissus." (Adapted from the *World Book*.)

The selection written by Nevin, one of our own American composers represents in the first part the boy as he bent again and again over the clear pool to see his own face. The second part represents the changing of the boy into a flower. The third part represents the flower nodding on the bank of the pool.

ACTIVITIES:

Have pupils raise their hands when they hear the part which tells of the Greek boy being changed into a flower.

Pupils bend bodies forward to rhythm of boy bending over pool.

Read the story of Nevin's life.

Plant Narcissus bulbs—study the plant and flower.

The Activity School in Theory and Practice

By Dr. Laura Zirbes, Columbus, Ohio.

An address before the M. S. T. A. convention at St. Louis, November, 1929.

MY SUBJECT THIS afternoon was given to me by the people who arranged this program, but it was given to me as a piece of life work before that, and somehow or other I think they had heard about that.

I want to talk to you about "The Activity School" in Theory and Practice."

Not very long ago I had a letter from a superintendent of schools who said, "This summer I visited your Activity School at Ohio State University—that is what it was called by everyone around. Then I went back to tell my teachers about it and they wrote to fifteen representative school systems in the United States and were told repeatedly that folks didn't know where the Activity School was, what it was, or what was meant by it."

Perhaps that is discouraging, but I assure you that I am not talking about something which does not exist. In fact it was just exactly 3:00 o'clock yesterday afternoon when I had my last contact with this real school in which it happens to be my present privilege to work. Consequently I am not going to talk about the kind of theory that is up in the clouds but the kind that is trying to find its way like the

lightning from the clouds into the hearts of the teachers, into their minds and into their ways of behaving and into the education of the children, a kind of theory that is an explanation of the method of practice which we see in some of our progressive centers.

Where does this theory come from? Where is it? Where can you find it? How can you get hold of it? These are questions which I am sure some of you have been asking yourselves.

The new type of education, which is quite the same, whether we call it the Activity School, or the New Education, or some other name, that new education is in the making and like anything that is in the making its theory is a live, growing body of convictions, a live, growing body of principles, and statements which are being enlarged, increased, clarified and expressed variously. You will find a growing literature which gives this theory form and statement, and you will find a wholesome attempt not to crystallize it into too set a body of things-to-be-done as yet.

There are some people who are getting at this theory through the vision that comes from a contact with someone who has seen the light.

A great many of these people have a feeling about it, a mystic notion that it must be worth while but nothing much more clear than that.

There are others, thinkers, people of intelligence, devoted to education as a profession, who by intuition have realized that something was wrong with what happened to them in the name of Education, and through intuition have arrived at a re-statement of the manner of procedure and way of education which they consider worth trying out.

There are others who have arrived at the theory of a new education by a critical study of the educational scene. Whether they be in Ohio, Missouri, California, Rhode Island or Louisiana makes no difference. If you would think critically about education, look at it, observe its ways, ask yourselves what you can expect that to do to a person's life, and if you do not in that way arrive at some re-statement of educational theory and some new ideas about educational procedures you are indeed not alert to what education may mean.

There are others who have come at their vision of the new education from a deep sociological conviction that there is something wrong with society and because they have that conviction they are seeking a means and a way to make society over in order to preserve those aspects of it which are not worth preserving. The socialists, the social psychologists, the socially minded educator is, therefore, looking to education, to bring about a new day for society.

There are those who have come to this theory by reading some single book or taking some single course and who think they have in that manner a pattern or formula to be applied simply to practice. Let me say that any such method of arriving at a theory is not worthy of the new education. It takes more education to practice the theory than that much.

There are some who see in the new theory a dynamic force which like electricity seems to be working in the minds of the teachers everywhere. I am frank to say that there are some people who have been practicing the new education before they knew they were doing it. And so this force, this dynamic force which makes you see more in education than is commonly seen, is a force which is actuating some of our good old teachers as well as actuating some of our young people who have had the opportunity to study new ways more thoroughly, and they are finding their way to a new conception of their profession and their task.

There are others who see in this new theory hypotheses for scientific investigation and verification, points of departure for types of research as yet not envisioned, things to be done if new values are really to be accepted on their merits and not merely on the basis of propaganda or mystic faith. We do need faith in the things we believe to be worth while, but we also need that attitude which is willing to put to the test new values and to see whether what we hope for may truly come from things which we put up as hypothetical solutions.

We are, therefore, finding that a group of

young people, leaders in educational research, are beginning to seek out ways and means of measuring what has been called the unmeasurable, of taking account of those partial products of education which cannot be encompassed by the Three R's, values which are life values, social values, personality values, and which can be studied, compared, valued, analyzed and eventually perhaps measured, but at least given that reality which comes from thorough, scientific study.

The fact that such different persons and various groups are coming to this new point of view certainly shows that there is something there which intrigues the modern mind. If all these ways of approach lead us to the belief that reconstruction in education is necessary, surely there is something to which we must look with interest and from which we may hope for great things.

Now then that much for theory. Let me turn to the problem of practice.

The Transition Cannot be Made by Edict

Is this the kind of practice which we could institute in St. Louis, or perhaps if it is already instituted in St. Louis in some city where it has not been instituted, by administrative edict? Could we immediately say, "Tomorrow let us begin to perform and have an Activity School in this place?" Much as I am enthused by the possibilities of educational reconstruction I should be horrified to find that any community hoped to make itself over by an edict in that respect. It can't be done that way. This is a thing which must be understood by the teacher and which must be developed through practice and it will take years of thinking in that direction and years of adjustment to make the transition from good schools of one kind to good schools of another. Let us bear that in mind, but let us not wait to begin.

The beginnings of change may be made immediately, And the beginnings of change must be in the thinking and in the leadership which we give our teachers and our schools. No, this sort of plan is not one which arises from administrative feasibility. It is one which arises from social and philosophical and psychological necessity, and that isn't the kind of thing which you can fix or make over by telling people exactly how to do it.

The new school envisions the development of personalities not only trained in habits but trained in the modification of habitual or routine ways when faced with new situations. Because it envisions that kind of children it requires that kind of teaching,—teaching which is adapted, teaching which fits into situations and which does not take edict or recipe and assumes that on the basis of that one can go ahead without taking further thought.

There are devious schemes for changing education. Dr. Kilpatrick characterized one of them as suitable, "For people who wanted the appearance of much change without changing very much." I want to say that the new movement for reconstruction in the elementary schools is not that kind of a movement.

The Teacher Must be a Leader

To bring this new movement about we realize that teachers must see what it is all about. They must be encouraged in trying to adapt their thinking to new ways and new values. They must be helped to meet situations creatively and intelligently instead of following rigidly prescribed procedures, whether those be verified in science or prescribed by administrative or supervisory edict. You can't have a school which frees the intelligence of the child and which freezes the intelligence of the teacher and makes her feel that she is merely a follower. She, too, must be developed into a leader.

I have friends who say that the garden variety of teacher will never lead. I have enough faith in the garden variety of teacher to know that given the chance for leadership she will come through with a better product than she has ever given.

We need to address ourselves to the reconstruction of the thinking of the teacher before we can hope for a new educational day. We also need a re-education of leadership so that it may face recommendations that come, whether they come from the laboratory or from administrative leadership, and ask fundamental questions like the following: How does that hold with the philosophy of education? How does that hold with reference to educational values, not only how many dollars will it save, how more children will it cram into a building, how much more efficiently will it seem to work, but what will it produce? How will it affect the children and register in their emerging personalities?

What Goes on in the New School

Now from that much talk in general I want to take you to a more or less concrete consideration of illustrative instances, things which go on in the new type of school. What I am giving you is not history unless you can count things that have happened within the last two months as history. These are all true incidents, some of them only a day old.

About six weeks ago some boys came into my office and said, "We need some wood."

I asked, "You do? What for?"

"For a bookcase. We have books all over the table and all over the window sills and they look like sin and they are getting dirty and we want to make a bookcase for them."

I said, "Well, what kind of wood do you want?" And thinking began.

I said, "Do you know how thick it ought to be?"

Oh, no, they hadn't thought of that. I said, "What kind of a bookcase do you want to make?"

"Oh, we don't know; any kind of a bookcase."

I said, "It seems to me you had better go back and find what you want before you ask for wood."

The next day those boys came to me with a large piece of paper on which they had planned, not to scale because they hadn't learned to do that yet, but they had planned a bookcase, they had shown every item of it

in detail and they stood there and said, "We need a bookcase that will hold 120 books. We need three shelves. Those shelves must be 23 inches long." Some thinking had been going on.

I could have given those children a pattern for a bookcase but would that have given them the stimulus to think and plan and get something which served a definite purpose? When they got through telling me about their bookcase I said, "You haven't told me about how thick the wood should be. Would this do?" I held out a piece of thin wood any they said, "Oh no, that would sag; it has got to be seven-eighths of an inch thick at least."

I took another piece and I said, "How about this?" And they said, "Yes, but do you have enough of it?"

I said, "Four boards, 78 inches long."

One boy said, "78, take away 23, take away another 23, take away another 23, that would make three shelves and something left over."

Another boy said, "I don't know how you figured that out but here is the way I was thinking: Three 23's are 69 and there would be nine inches left over."

And another boy said, "Huh, I didn't do it any of those ways. I did it this way:"—and he went to the board and put down a 78 and a bracket around it and divided by three. And he said, "You have got more than enough for three shelves 23 inches long, because your answer is more than 23." And he worked it out.

And I said, "I didn't do it that way."

And they said, "How did you do it?" I said, "23 inches long, you want to make your shelves 23 inches long; 23 into 78 goes three times with nine left over."

They scratched their heads and said, "What kind of work do you call that?" They hadn't had long division.

I said, "That is something you will want to know about, because it is useful when you are making bookcases and your teacher will tell you about it."

"But," one of the boys said, "in every one there is nine inches left over." And finally when we just waited one of the boys said, "And I have been thinking that means we can make each shelf three inches longer."

That shows you one of the ways in which the new education works out. I could go on with this story because it was only about three days later that a group of girls came in and said, "We have a letter from Miss Bailey saying we are to have some new books, and our bookcase only holds the books we have. Can't we make a bookcase, too?"

And another bookcase had to be devised. I could go on with that story because almost every activity in the new education leads on and on and on. That is one characteristic of it.

A Second Grade Story

But let me go from that which certainly illustrates how children come to think when they meet a situation that is a real situation, that challenges their activity, to another one. That was a fourth grade story.

The second grade decided that as long as we did not have a library in their building they were going to make a library corner. I am not going to tell you what they made for that corner but I am going to tell you when they got the corner furnished, to sit there was a privilege, and the children would sit in the library corner and feel differently about books because of the creative thinking that had gone into planning that corner and making it attractive. One little boy even insisted upon making a chair with a reclining back. The others said, "You can't do it."

He said, "I can with two screws." One of the boys said, "There isn't another chair made like that."

He said, "That makes no difference if it will work. I am going to try it."

He tried his chair. It worked and the back reclined and he said, "I don't get tired when I read because I am comfortable."

Another part of that story was this: I went into that room yesterday with some one from the University of Wisconsin who was visiting, and another little boy, not the one who made this chair, came up and showed us how that chair worked. I knew he hadn't made it, but just to help the visitor understand I said, "You made it?"

"Oh, no," he said, "Bob made it." There was appreciation in his voice and as much pride as though he had made it himself. Then he went over to Bob and he said, "This is Bob. It was his idea."

Is it worth while to encourage children to think things through and bring their originality to bear on such concrete things as they can handle and such things as do challenge them to think?

Developing Techniques Thru Experience

Another situation and one of another sort. About five weeks ago I was in the fourth grade and the children were writing a letter. It was a letter of thanks and I have never seen quite so much unhappiness and groaning over a letter of thanks, except perhaps if I should put together my experience with adults who have to write letters of thanks after Christmas and keep postponing it for two or three weeks and finally drive themselves about it saying, "I am going to do it today." That is the way those children were writing a letter of thanks.

I collected the letters of thanks. There wasn't any spot of beauty in any of them. There were only two that had the form correct and they were all done with much pain and suffering. That was five weeks ago.

Yesterday I happened to find that the children in that same fourth grade had developed an attitude toward letter writing that is significantly different. They had letters from children in California and the first thing they wanted to do yesterday morning was to answer those letters. I saw the letters they wrote and not one of the letters took more than ten minutes to write, no two were alike. Every last one of them, was correct in form. I looked them over just before they were sent on their way to California, each one to an actual child's home address.

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Does the new school set the acquisition of form and technique aside? No. But it says experience content and opportunity for expression first, and technique through those things and with them.

The same afternoon just before I left to come here I went into that room and the children again suggested writing a letter and the teacher said, "If you have some spare time this afternoon you can do that." I want you to feel with me that those children have learned that certain parts of a letter are accepted social forms which we learn to comply with; that the body of the letter is a way of talking to some one else, something you really want to say and that they do that in an attitude which is no different from a child's attitude towards speech. They have learned not only how to write letters but to write letters. There is some chance that they will go on writing letters and letters that express their ideas.

An Aquarium Experience.

Another illustration, a different kind of a situation. This summer in our summer school a group of children started a balanced aquarium. In it baby fish were born alive. A great many of you didn't know that ever happened, I suppose, but it does. Not all baby fish, are born alive but these were a variety of tropical fish which are born alive. The children made preparations for taking care of those baby fish and when they arrived they put them into the baby fish nursery and took care of them and fed them what they ought to have. Some questions which arose around that aquarium arose so naturally and so beautifully that they almost awed us when we answered. When those children left at the end of the summer they asked me whether I would please take care of the aquarium until some other children might take it over, and I did that. And while I had the aquarium, baby snails were born and I grieved to think I had the experience all to myself before school began in September. The children who had the fish in the summertime were asked so many questions about the aquarium that they decided they had better put all their information down so that other people could start an aquarium like theirs. They carefully looked for that information, gathered it and put it together in organized form in nine chapters which were mimeographed as a booklet that tells anybody how to make and care for a balanced aquarium like the one which these girls and boys set up.

Let me tell you about an interesting by-product of that activity. While the children were looking for a bit of information about snails, they ran across something in one book that contradicted something they found in another book. One child said, "They can't both be true." And another one of the youngsters said, "How will we find out which one is true?"

They opened to the front of the book and saw that one book was written by a scientist of note who had made special studies of aquatic life and decided to accept him as the preferred

authority.

I thought that was an interesting example of how even the young child can begin to take his information with a grain of salt and to question sources.

That aquarium is still going on. Shortly before I went to New York about two weeks ago I went into a classroom and said, "I wish I could find some one who would take good care of that balanced aquarium while I am away."

The children said, "We will do it." I said, "Could you?"

"Why, sure," they said.

I said, "Would you change the water every day?"

"Yes."

"Oh, then," I said, "I can't let you have it because you mustn't change it at all."

They said, "What do you mean?"

I said, "It just means you don't know a thing about a balance aquarium."

Before that afternoon was over they came in and wanted to know how they could find out about the fish; and that they wanted to take care of that aquarium. I gave them this little nine chapter booklet which their own predecessors in the fourth grade had written and two days later they came in and said, "You come in and ask us anything about what we will do with those fish now. We are ready for you."

They had been challenged and they were challenging me to test their new knowledge gained by reading.

I wonder if that informal test was less of a test because it was a self-set test that had to do with an activity and an incident of interest that was in their school? Incidentally, they proved themselves ably and they have taken care of the fish. They have also decided that the booklet needs a couple of new chapters because there is nothing in it about baby snails, so the good work goes on.

A Parents' Day Without a Program

If time would permit I could go on telling you incident after incident of these interesting things that happen when one is studying education at first hand. For instance, I could tell you that yesterday the children for the first time entertained their parents and we didn't prepare a program for parent's day. We talked to the children about what one does when parents are interested in what is going on in the school; what they might do to make the room ready so that the parents would know what had gone on for weeks although they could only be there half a day; and we watched to see whether those children were learning to adjust to a social situation in a natural way. When the parents came to the school the children received them, took them to the folders where they kept their work, walked around the room with them and made them feel as at home as a guest feels in a home where there is a good host.

It was interesting to see those youngsters spontaneously getting up one after another and saying, "And you might be interested in

this. A few weeks ago we did that. And Harry forgot to mention that." They were telling their parents what had happened.

Another Example

When we first took these children from the grade school, and that is where this group was until October 7th, they did not know how to talk without all talking at once. Perhaps some of you have experienced something like that. When they all started to talk at once no one could hear or understand. We faced the children with that situation. We didn't say, "Shush! Shush! It must be quiet." That would be a way to get rid of the noise but not to educate the children. Instead we looked around and had a group of children help us look around for the ones whose voices were going up, and by taking these out systematically and letting them notice how other people's voices were lower, we made them conscious of the exertion of undue pressure on their vocal cords. One youngster said, "That is all right but the minute they begin to hammer you must yell to be heard."

And we said, "Must you?"

And one of the boys said, "You could wait until the hammering stops."

These are just again little stories out of school perhaps, but don't they show how children can learn to manage their own affairs, to adjust themselves, to express themselves in a situation in which they learn by doing and in which the environment is one in which they can work?

Individual or Group?

I could go on and tell you other instances, but that is hardly necessary.

Is the new school committed to individual or group instruction? I can only say, "Both, of course. Individual for the development of the personality; group, because we live in a social medium and only as we function socially can we achieve our social ends." We must put both in.

Is the new education teaching people to adjust or to be creative? Both of course; we mustn't lose sight of those two needs. Children must learn to adapt to the world but they must also learn to change the world in the light of their own creative vision, to express themselves, and not only tell what they see and repeat what other people think. We must conserve those ways of social behavior that are of advantage to social progress. We must teach children to look critically at those ways so that they as a generation can make their contribution to the changing of them.

Children Ask Their Own Questions

What does all that mean for research? It means a new kind of research. One line of investigation already conducted shows that in a traditional school during forty hours the children asked two questions, whereas in the new school during the same period the children asked over two hundred questions. What the teacher did in the case of those questions is a commentary on the two types of education. Let me give you one of the questions which arose in the traditional school.



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The children were reading. They read this sentence in their histories: "Abraham Lincoln had very poor schooling but a wonderful education." One child said, "That couldn't be." The teacher glared at him. But he was not suppressed. He said, "How could it be?" And the teacher said, "I have heard enough from you today. Keep still."

The stimulus effect of that boy's question could have led to some very interesting thinking about the difference between schooling and education. A teacher sensitive to the needs of childhood would not have said, "Keep still; I have heard enough from you today," in that situation. Of the 200 questions and more that were gathered in the other kind of a situation about fifty were questions which led on to educative experiences that the children never would have had if they hadn't expressed their own queries.

The Kind of Research Needed

That is one type of research which we ought to have, research which makes records of things which are worth while in the evolution of the new type of education, research which investigates the stimulus value of a plant, of a bare window which needs curtains, of a table devoid of books; the stimulus value of a toy, the stimulus value of a suggestion, what happens to it when it is used as educational material? We need research that goes into an ongoing situation, not into the laboratory alone, but into a situation where children are engaged in purposeful activity there to make studies of what is going on and what makes the wheels go round. We need that kind of research if we are ever going to train teachers to perform in the light of the new educational vision.

MOUNT TABOR SPEAKS OUT

By
Myrtle Lain

I AM A LITTLE white school house, on a little plot of ground, offering a big opportunity to a small group of children.

Some twenty years ago my predecessor, a little log school house, was destroyed by fire. "Something must be done!" was the cry that was broadcast. Something was done. I can't tell you how, but I can tell you what.

The taxpayers got together and voted bonds to raise money to make my existence possible. In the year 1909, to be exact, my door was opened to welcome back the teacher and children to their unfinished lessons.

The came. They "purred" with delight as they examined my "home-made" seats. They said, "These are lots better'n the old uns." They passed on to my "home-made" board; as they wrote "Mt. Tabor" all over its shining surface, they said, "Oh, this is a whole lot better'n, smoother'n the old board!" Then: "Look at all the windows! We got lots o' light now. And the floor is smoother'n, and more room too."

It was with such whole-hearted praise, as this, ringing within my four walls that I started my career as a one-room school. My ambition was to give knowledge to the happy-go-lucky lads and lassies who came to me.

In those early days I witnessed many disappointments. Each pupil must furnish his own books—that is, he must furnish, borrow,

or do without. Ofter it was "do without." Water must be carried from a spring a half mile away. When I offered any sort of entertainment after school hours, I had to depend upon borrowed lamps and lanterns to furnish light. And above all, my domain was, at that time, one of the poorest, if not the poorest districts in Camden county. As a result, I could only have four or five-month term at a low salary. Thus, a novice occupied my teachers' throne, which was only an old kitchen stool. The only desk I could offer him, or her, was a "home-made" one.

How many times have I felt like giving up the fight! Those heroic taxpayers who had made my existence possible had settled back into their old "ruts of least resistance"—leaving me to live or die. My teachers and pupils—loyal souls—"stood by me to a man."

They gave "box-suppers" and "pie-suppers," to which the public was invited, asking the girls to each bring a box or a pie, which would be sold by auction to the "highest bidder." As an added attraction "the school" would put on a program, which was, no doubt, very amateurish.

The money realized from these sales would be used to buy books, or some needed equipment for the school room. This box-supper business has been a "small beginning with a big ending."



The Author to Whom "Mt. Tabor" Has
Been the Main Source of Education.

"A rolling stone gathers no moss," that is what I have heard the teacher read to the Grammar class. Maybe not, but a snow ball will gather more snow, if it is rolled down hill. Haven't I watched the girls and boys do just that!

Way back about 1910 Miss Sussie Stone, teacher, with the help of "her pupils" started the ball which has been kept rolling. And, glory be! the taxpayers have come to feel a great pride in "lending a hand."

Come see me as I am today—1927. See! My walls are painted inside and out; my steps are good. I must laugh when I think of my steps—those that have passed into oblivion.

My first steps were narrow and steep, and ran up to a little "platform" about three feet square, at the door. These steps were dangerous; but, nevertheless, they were used as long as they could stand. A day came when my poor steps fell! Then the "big boys" piled wood up to my door, for steps. The youngsters clambered up and in at my door with much laughing and shouting; but the parents and grandparents ventured over the long rick of wood with much trembling, and heaved a sigh of relief, if perchance, they step through the door without having fallen off two or three times.

Then "Uncle John" improvised some steps—using some large stones, some scraps of lumber and some "culled" railroad ties. These steps were superior to my old ones, inasmuch, that they were safer. The teacher would ring the bell, and say "Get in line and march in;"

though, "Fall in line and crawl in" would have been more to the point. But now I have good steps, made safe by strong banisters.

Come in and see my equipment. No, the floor isn't wet; it has been oiled to keep down the dust. See my "blackboard," which is, as you can see, green. Mr. Johnson (Ex-Superintendent) thought this color would be easier on the children's eyes—you see they must study in this room—and I am glad to say that such has proved to be true. You see, with this big board extending all the way across the end of the room, and a smaller one on the side, there is always ample room for board-work. "Pie-supper" money bought it.

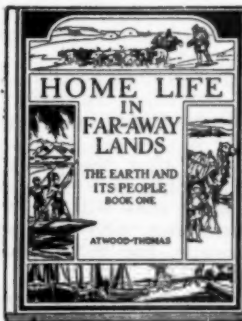
Here is teachers' chair and desk, bought with "box-supper" money. And my secretary says "Really, this chair and desk are nicer than those used by the teachers up at C. B. C."

I am certainly proud of my seating equipment. As you can see, these are "boughten" desks. They were bought with school funds.

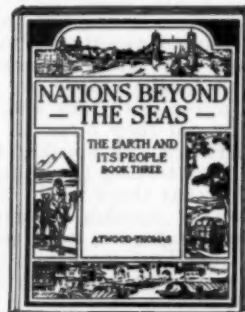
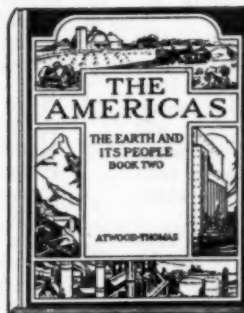
And this is our new water fountain; our other was broken. Of course the water must be poured into it, but the "new" well furnishes plenty of good cold water. This is the second well, as the first one "went dry." But the directors called a meeting and the taxpayers voted bonds to have another drilled. Three hundred dollars it has cost the district, too, but everybody is proud of the well.

This book case was bought with "pie-supper" money; as were some of the books. Here are some books by Louisa M. Alcott, and Seventeen by Tarkington. A number of well known

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authors are represented in my little school library. Now that I have free text books, I can give the youngsters access to a vast store of information concerning American industry; as well as such valuable reading along different lines. "Education is the cheap defense of nations."—Burke.

You want to know what these nails with names by them are for? By this one is "Audrey," which means: when Audrey comes in from play she knows just which nail to hang her coat and cap on. Each pupil has his own nail. Of course a cloak room would be nice, but we can't expect everything at once.

Here is the "Globe." It is getting old and a new one will come to take its place, soon. It, with a bunch of maps already discarded, was bought with "box-supper" money. The new Atlas and Charts, you see on the wall, were bought with "pie-supper" money; as were the window shades.

I do declare, I almost forgot to mention my new foundation! When I was erected on stilts, at least I looked that way, hogs slept beneath my floor and made so much noise that teacher could hardly think and the children "giggled." Now I have a good cement foundation, and the district paid for it.

No longer am I spoken of as "A good school to break 'em in," meaning: "Go on novice, Mt. Tabor can't pay much, but it's a good place to get experience;" for now the district has more than doubled its valuation of twenty years ago. Now I can compete with other

schools, as a result: I have longer terms at a higher salary, and can hold my teachers more than one year.

I am "The Community Center." I have witnessed the birth and the removal of one church; I have watched the Sunday School children come and go; I have heard many good "community-sings;" and my door has often swung open to admit some "wandering preacher" who sought a place to preach the gospel. And, by the way, I have my own lighting fixtures now! Kerosene, yes, but that is what other places in this part of the country are using.

No, I have not turned out any presidents. How many schools have! But I have turned out some mighty fine citizens though.

Here it is 1929—with the year half gone! My, my how the time does fly! It seems hardly possible that two whole years have passed since I unburdened my bosom; but the calendar proves to me that exactly twenty-six months have elapsed since April, 1927. But I note that some more improvements have been wrought—one that is certainly worthy of mention in this little chronicle, namely: The school board has become so very progressive that it was comparatively easy for Mr. Allison and Mr. Wood to convince "It" that the children needed fresh air at all times, in order to develop both physically and mentally in a normal way. And now I have a new heating system, with an automatic ventilating apparatus, added to my mounting list of accessories.

A LECTURER LOOKS AT HIMSELF

DURING THE last summer session at the State Teachers' College, Kirksville, Missouri, R. H. Emberson met with one hundred and forty rural teachers to discuss the aim, methods of procedure and goals to be attained in 4-H Club work.

Two days later some questions based on the talk made were submitted to the class. The purpose was to ascertain what understanding the group had reached regarding this work and if the speaker made his points clear, did teachers agree with him and, if not, on what particulars did they dissent. This was a mutual experience, the speaker testing the class and the class testing the speaker.

In order that there might be a full and free expression of opinion no names were to be signed to any papers, no grades were given.

Some questions were not understood, some answers were vague, both of these were classed as "indefinite."

The list of questions and the tabulated answers follow:

1. Does the speaker believe in a special program for rural schools? Yes, 120; No, 19; indefinite, 1.
2. Does he believe that the work in a one-room rural school can be improved? Yes, 140; No, 0.

3. Does he believe that it is possible under present conditions to have any supervision of rural schools? Yes, 130; No, 10.

4. Does he believe in consolidation or rural schools? Yes, 140; No, 0.

5. Which two studies does he think should be given more attention in rural schools? Answer: Nature Study and Agriculture, 140.

6. Does he believe that the curriculum for rural schools should be organized for the benefit of those who will later move to cities or for those who will remain on farms? Answer, for those who will remain on farms, 140.

7. Give one reason which influenced your answer to the sixth question.

The reasons given and the number giving each reason follow:

- (1) To encourage people to remain on farms. 8
- (2) To improve rural conditions. 20
- (3) To give country children a better understanding of their environment. 28
- (4) Nature Study is best foundation for other studies. 9
- (5) The training given in rural schools is well adapted for those who will move to cities. 14

- (6) Rural children need special training in order to become more efficient on farms. 30
- (7) Indefinite. 31
8. Does 4-H Club work deal with the concrete or abstract? Answers. Concrete, 138. Abstract, 2.
9. Does 4-H Club work deal with the practical or theoretical. Answers, Practical, 139. Theoretical, 1.
10. Why are demonstrations emphasized in 4-H Club work? Answers.
- (1) To show the practical side of the work. 14
- (2) To show the method of the work, 17.
- (3) To arouse interest, 29.
- (4) To show progress in the work, 9.
- (5) Indefinite, 71.
11. How does 4-H Club work develop leadership? Answers.
- (1) In conducting club meetings, 26.
- (2) Trains members to think accurately and to express themselves clearly, 21.
- (3) Trains members to accept responsibilities and to discharge obligations, 22.
- (4) Teacher cooperation.
- (5) Indefinite, 62.
12. What are the advantages of Club exhibits? Answers:
- (1) Develops pride in work and desire to excell, 76.
- (2) Promotes cooperation, 9.
- (3) Encourages the doing of worth while things, 14.
- (4) Shows parents and friends what the members have done, 14.
- (5) Indefinite, 27.
13. Did the speaker make his points clear? Yes, 139. No, 1.
14. Name points on which you disagree with the speaker.
- (1) That it is more difficult to teach adults than youth, 4.
- (2) That consolidated rural schools are needed, 1.
- (3) That Nature Study and Agriculture should be given more attention, 1.
- (4) That 4-H Clubs should cooperate with Parent-Teachers' Associations, 1.
- The foregoing is a clear open statement of

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along. Eventually the mother is given employment as a housekeeper in a motherless home.

The old age pension, or the mother's pension, of course is always a help toward the solution of such cases, but unless a county has a good welfare worker employed, the same waste of money, inefficient work, poor results, unwise giving, no investigations and no supervision of cases will be the situation—just as it is now in most Missouri Counties in the matter of almshouses and county monthly allowances.

A better understanding of these problems and a gradual solution of them can only come about through the year-round visitation and supervision of the county institutions by the Missouri State Board of Charities and Corrections. It would not be out of place for the Survey Commission to recommend enough money and the proper set-up for the State Board of Charities to be able to make at least annual visits to all county almshouses, make case studies of the inmates and work in a friendly way with the county courts toward a more satisfactory and economic method of handling this problem. Missouri is far behind other states in this work.

Adventuring in Kindergarten Ideals

By Dr. Henry Eastman Bennett, Research Adviser for the American Seating Company.

FROM ITS BEGINNING the kindergarten ideal has excluded the use or consideration of the screwed down types of seating which dominate the schools of the nineteenth century. As in many other things, the kindergarten has taught the school the value of flexibility and informality in equipment, and that the nature and needs of the child provide the only point of departure and the only objective in determining the furniture best adapted.

To the kindergarten ideal the school owes modern attainments in adjustable and movable equipment notwithstanding the usual crop of extremists who, on the one hand, would make every classroom as informal as a kindergarten, or on the other hand, who can think of flexibility only as instability.

The need of something to work on and something to sit on obviously indicates tables and chairs in kindergartens, although the floor serves admirably for both purposes in many sorts of activity despite all ideals of sanitation. The kindergarten is not merely a place for engaging in activities "natural" to the infant but also for exercise in the basic arts of life; and there is no art more fundamental than that of sitting. There is nothing one does more often or more persistently from the nursery to the grave.

None of the arts of life enters more inevitably into health, energy, vitality, and

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efficiency—into gracefulness and attractiveness—into personal bearing and attitudes—into most of the values in life, than do one's sitting habits. Habits of standing or walking, of singing or talking, of any of the things done with the hands, are relatively of less significance when viewed fairly in the light of the ideals of kindergarten education. This may be a new thought to many kindergarteners and while it can be justified here, it will bear thinking out.

Dr. Eliza Mosher was one of the first to appreciate that the chairs used in kindergartens were imposing awkward and unwholesome sitting habits on children just when correct habits should be forming. She mothered the lumbar back support type of chair which has been identified with her name and has been turned out in thousands—often in sizes or shapes that failed utterly to attain her ideal. Under her inspiration, the Posture League fostered a seat form designed to prevent the child sliding down into a slumped posture. Owing to a lack of anatomical data or control over manufacturing processes this idea took an impractical form. Kindergarten chairs, despite their promising names and claims, still subjected the children to ungainly and hygienically bad postures.

Recently there has been conducted a systematic study of the factors responsible for this situation. It was found that nearly all kindergarten children were using chairs too high for them: twelve and fourteen inch chairs being used almost exclusively, whereas the correct height for most children in kindergarten attendance is ten inches. It was found that the seats of chairs in general use were so deep from front edge to rear that children had to slump down in the seat to reach the backs of them. Back supports even of the Mosher type were badly placed, sloped and formed. Seats were inadequately sloped, often with disagreeably sharp edges and corners; and shaped, if at all, with elevations and depressions ("scoops" or "saddles") where they hindered rather than fostered good posture. Unfortunately, some of the worst designed are sold as "correct posture" chairs.

Ignoring precedent and defying prejudice, a style of chair was developed in which sizes, proportions, slopes, curves, and forms are determined on the basis of actual measurement of large numbers of children in kindergarten attendance and after an intensive study of anatomical facts involved in sitting posture.

To the teacher accustomed to the old type it is a different looking chair. But children do sit comfortably and gracefully in it. To get the form which was scientifically arrived at, together with desirable lightness and strength, it was necessary to adopt a steel frame construction, despite a love for the inherent beauty of wood and an antipathy to the usual cold appearance of steel. Beauty and good taste are essential to the kindergarten ideal and must not be ignored. Charming little period designs in wood chairs were attempted but could not be conformed fully to the posture requirements—could not be produced at a price

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which would get them into the kindergartens—and were so fragile that they probably would not endure long if they did get there.

As to beauty, it would not be difficult to equal the characterless wood chairs which are usually bought for kindergartens. They are mostly square sawed sticks and crudely shaped boards, made even more hideous with cheap varnish. It was found that formed steel, the only metal construction which combines the requisite lightness, strength and cheapness, could be worked into graceful curves and certainly be no more objectionable esthetically than are the ugly stick frames with which the kindergartens already abound.

In the more conspicuous parts—the seat and back surfaces—ply-wood in conjunction with the steel frames offered a medium for securing perfect shaping, together with an incomparable revelation of the essential loveliness of wood grain when accentuated by a proper stain and fine lacquer finish. Soft coloring on the slender steel frame subdues its severity and serves to emphasize the beauty of the wood. The attainment of a right form, essential beauty and good taste, under conditions which lend themselves to production at a price which makes them practical, is no mean achievement in behalf of progress in kindergarten furnishing.

The problem of tables was next attacked. An investigation of typical equipment revealed, aside from utter crudity and lack of any attempt at beauty, that the broad stretchers under the top prevented many of the children from getting their knees under the table at all. The sharp edges of these boards and of the legs which are placed where they are most in the way, are disagreeable at best and become worse when splintered. The matter of height is obvious within narrow limits, but as to top dimensions there were no guiding principles, standards, or discoverable trends. Fortunately there were no such complex problems of form as in the chairs.

The first objective was to get all structural parts well out of knee reach, making sides, ends, and corners equally accessible. For the corner legs, steel standards were substituted ingeniously combined with central stretchers for strength and rigidity. This development gave opportunity for real beauty both in design and coloring. The ideal, however, demanded that supports be subordinated to the more striking beauty of the top which was attained by utilizing the broad surfaces and elegant grain of birch ply-wood. The necessity for stiffening and reinforcing afforded another opportunity for adding beauty in graceful framing. A clear lacquer finish was found best for avoiding the disfiguring marks of usage while at the same time accentuating the attractive grain of the wood.

To kindergartners who have held to esthetic ideals in a discouraging environment—to those who have struggled bravely for good taste by covering the ugliness of equipment with paint—and who, despite a conspiracy between misshapen chairs and gravity, have faithfully taught good posture, those venturings in kindergarten ideals will be welcome.

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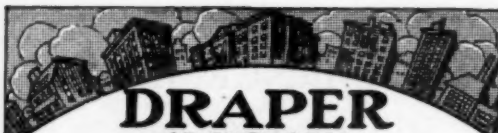
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Grammar in the Grammarless Age

Ethel K. Boyce

WHEN APPROXIMATELY one-third of the student-body of a college, and under no compulsion, registers for a course which checks no attendance and carries no reward measured in terms of credit hours and when that same class can find time to meet only at night, it seems reasonable to suspect that its members feel an urgent need of something which has been lamentably neglected in the past or its being unreasonably demanded in the present. Anyone might be somewhat justified in doubting the existence of such a situation at a time when, in fiction and on the screen, the college student has become as much a stock figure of comedy for his alleged lack of purpose as his professors have been for having too much of it. It sounds strange, certainly. Yet there is something stranger still, for this voluntary class at William Woods College, numbering 112, is not a class in high-powered salesmanship nor in abnormal psychology, but in English grammar.

It is not the author's purpose to add to the volumes of arguments that grammar should again be taught in the grades and the high schools. If the matter had been left to the judgment and wishes of those who actually teach English composition and foreign languages, possibly it would never have vanished from the curricula. We have only to see the present generation of freshmen failing because the subject of a sentence, the case of pronouns, and the tense of verbs are to them meaningless technical terms, in order to realize that theirs is not lack of knowledge so much as it is lack of past opportunity. Texas has taken a step to meet the need in its recent requirements for high schools of a year's work in formal grammar. Grammar may be somewhat dull; so are the conversations in the *Last of the Mohicans*. It may not offer a laboratory for the study of real life, but neither does the *Ancient Mariner*. The logic of the situation is unique.

To be sure, the zero credit sections of some institutions try to solve the problem of the college student who comes with no knowledge of an English sentence. Even there, it is claimed that he is assumed to have more insight into his native constructions than he really has, and without the foundation no superstructure can be built. For that reason, the class in grammar at Williams Woods adopted a simple text, but a thorough one, which (fifteen years ago, at least) no boy or girl in the Omaha school system left the seventh grade without knowing fairly well.

With the suspicion that we of the college are requiring a familiarity with formal grammar to an unreasonable degree, I should not agree. There are supertheorists and super-teachers, it is true, who claim to impart the ability to speak and write correctly by means of easy tricks that evade technicality. The cleverest trick imaginable would have quite a time teach-

ing punctuation or French subjunctives. Even if it could, there remains a choice of knowledge between tricks and grammar. Why not grammar, then?

Someone will wonder if registration in such a class has not fallen off during the semester. It has. The same girl who seeks to drop her English course the day after a term theme is assigned has dropped out, as well as the girl who habitually absents herself from an examination, hoping a later one will be easier; the time of meeting has made it impossible for others. In all, a shrinkage of one-fourth has occurred. One hundred and twelve students could not humanly be expected to work for an entire semester for the joy of working and for nothing else. But three-fourths of them are.

The actual results remain to be seen, of course. We do not expect an outline to supply the familiarity which years of study alone can give. If, however, it helps enough to insure the use of complete sentences in English composition and to eliminate in foreign languages the addition of tense forms to nouns, we shall feel that it has been worth while for the students. Even if it should fail in that, and we hope it will not, the experiment has been more than interesting from another point of view,—for its bearing on the increasingly important matter of compulsory attendance and of a knowledge measured by other standards than "hours."

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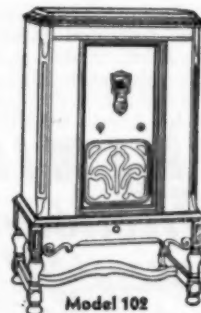
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The contest is open to all teachers from grades one to twelve.

Manuscripts should be limited to one thousand words or less, but there is no limit on the number of plans which a teacher may submit.

Write on one side of the paper only, and in the upper left hand corner of the first page give your name, grade you teach, name of

department, name and location of your school.

Manuscripts will not be returned unless accompanied by the necessary return postage.

The contest closes on June 1, and manuscripts mailed after that date will not be considered. All manuscripts should be addressed to

School Contest Editor

AMERICAN FORESTS AND FOREST LIFE

1523 L Street, N. W.

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PARIS PEACE PACT DISCUSSIONS TO CONTINUE

ESSAY CONTEST CLOSES MARCH 15

Professor O. Myking Mehus, State Chairman for the National Student Forum on the Paris Peace Pact, wishes it announced that the contest for the year 1929-30 closes on March 15th and the essays written in this contest should be in his hands by that date. The discussions,

however, will continue throughout the year, according to Professor Mehus, and it is hoped that the closing of the contest period will not decrease the interest in this very vital and stimulating discussion.

The two essential articles of the Peace Pact which the National Student Forum is discussing throughout the United States are as follows:

THE TWO ESSENTIAL ARTICLES

Article I

The High Contracting Parties solemnly declare in the names of their respective peoples that they condemn recourse to war for the solution of international controversies, and renounce it as an instrument of national policy in their relations with one another.

Article II

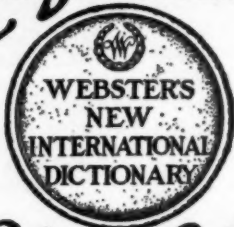
The High Contracting Parties agree that the settlement or solution of all disputes or conflicts of whatever nature or of whatever origin they may be, which may arise among them, shall never be sought except by pacific means.

This pact is an official act of the United States and is not a controversial question. There are many problems in connection with it yet to be worked out and its efficacy will depend in a large measure upon the general understanding of its contents and the problems connected with the application of its principals.

The Missouri members of the committee in charge of this discussion are I. R. Bundy, Librarian, Public Library, St. Joseph, Missouri; Rev. M. Ashley Jones, Pastor of the Second Baptist Church, St. Louis, Missouri; Uel W. Lamkin, President of the Northwest Missouri State Teachers College at Maryville; Chas. A. Lee, State Superintendent of Schools, Jefferson City, Missouri; the Very Rev. William Scarlett, Dean of Christ Church Cathedral, St. Louis; B. G. Shackelford, Director of School and Community Relations, St. Louis, Missouri and C. H. Williams, Secretary of the World Federation of Education Associations at Columbia, Missouri.

Professor O. Myking Mehus of Maryville is the State Chairman and to him the essays should be sent before March 15th.

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The following letter received by the President of the Sedalia Board of Education was sent to the SCHOOL AND COMMUNITY by Superintendent Heber U. Hunt, of Sedalia. It is an unusual expression of the general and ordinary attitude of appreciation for a good school.

"January 31, 1930.

"Mr. Charles O. Botz, Vice Pres.,

"Sedalia Board of Education,

"Sedalia, Missouri.

"Dear Mr. Botz:—

"I hand you herewith my check for \$25.00 as a donation to the Board of Education. My reason for doing this is because I arrived in your City on the 11th of June, 1929, after the tax assessment was levied for this year and therefore did not have to pay any 1929 taxes. Having a daughter in your Smith-Cotton High School, I desire to do my part towards assisting in paying for her education and I trust that you will accept this in the spirit in which it is meant."

"Very truly yours,
Signed: "G. E. Burson."

UNIVERSITY CITY MOVES INTO NEW SENIOR HIGH SCHOOL BUILDING

ON WEDNESDAY evening of January 29th the new University City Senior High School was opened to the public for inspection. The six hundred senior high school pupils and teachers occupied the building for regular school work on January 27th.

During the evening three thousand interested patrons and citizens visited the building and were conducted on a tour of inspection by student guides.

The new High School is an outstanding piece of civic architecture. It is located on a 28-acre track that was purchased several years ago by a far-sighted Board of Education. This purchase was made when property values in the neighborhood were much lower than they are today. The building is a very high type of construction, being fire-proof throughout. No pains or costs have been spared to make the building durable, safe and beautiful, but not one cent has been spent for fancy frills. All floors in the corridors and classrooms are covered with battleship linoleum. This makes them very sanitary and at the same time very quiet; an excellent feature in a school building.

The equipment in all laboratories and classrooms is of the highest type. Individual steel lockers have been installed in the corridors of the main building. Another special and very modern type of equipment is the public address system. Through this installation the principal is able to address the whole school in

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the several classrooms, or by throwing a switch or a series of switches he is able to communicate with any room or group of rooms. Loud speakers are installed in all classrooms and corridors. All signals for the passing of classes are given through the loud speaker system. Another feature in connection with the public address system is a powerful radio receiving set. With this equipment radio programs given on any part of the American Continent will at all times be available to the pupils of the school. Special provision has been made for the Music Department in a large and commodious Music Room located in the upper forward part of the central tower of the building. This room has been sound-proofed in order not to disturb other parts of the building when bands and orchestras are practicing. The room has a very high ceiling and is acoustically treated to give a better effect to the efforts of the performers.

Other attractive departments are the Physics, Chemistry and Biological Laboratories as well as the Departments of Art, Domestic Science, and Manual Training. The equipment installed in all of these departments is of the most modern type. The gymnasium is a complete unit within itself. It has a main playing floor 80' x 100' in the clear. This floor provides two full size basket ball courts for ordinary class and practice games. When inter-school games are played the full size court will be used. All spectators will be seated in a raised balcony provided with 1000 opera chairs. The space under the balcony is set

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aside for rooms for the Physical Directors and the School Physician, as well as storage space for gymnasium equipment. In the lower floor of this building all dressing rooms, locker spaces and shower baths for both boys and girls are provided. Rooms for visiting teams are also set aside on this floor. Another special feature of this floor is an inside track for use in inclement weather when the pupils are unable to work out of doors. A new concrete stadium with a seating capacity of six thousand has been constructed in conjunction with the new building.

The present unit of the building including the stadium and adjacent street improvements cost about \$800,000.00. This unit will accommodate 1200 pupils under normal conditions. Future plans provide for additional units that will raise the capacity of the building to 2000.

MUSIC SUPERVISOR'S NATIONAL CONFERENCE

Chicago, March 24 to 29

A great many of Missouri school music supervisors are now making their plans to attend the Music Supervisors National Conference which is to be held in the Stevens hotel in Chicago the week of March 24.

In addition to attending the Conference sessions, which will feature outstanding speeches and speakers, the finest music and musicians, and discussions of great practical value, the supervisors will also take part in the unique contest in which 40-odd prizes valued at several thousands of dollars will be distributed by the

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Music Education Exhibitors Association to supervisors who will visit the exhibits which are to be held in connection with the conference.

The Conference exhibits this year will be bigger, better, and more interesting than any held in previous years. The prize contest is planned by Exhibitors Association as a tribute to those supervisors who are active members of the Conference and to encourage all supervisors to see the exhibits.

A Raymond & Whitcomb thousand-dollar, two-months' tour of Europe next summer, a handsome \$385 Cable midget piano, two Majestic radio-phonograph combinations valued at \$250 each, musical instruments and publications, and other musical articles are included in the list of contest prizes.

Every supervisor who registers for the Conference will be given a card which will be punched at certain places as the supervisor makes his way through the exhibits. These numbered cards the supervisors will turn in a day or two before the close of the Conference, and from these cards Miss Mabelle Glenn, president of the Conference, will draw a number of cards equal to the number of prizes in the contest. The first card drawn will dispose of the European tour, the next of the piano, the third of one of the radio-phonograph combinations, and so on down the line until the last of the prizes is exhausted.

The tour prize in the contest is the same which Raymond & Whitcomb is featuring as the "Music Supervisors Tour" planned specially for music supervisors, their friends and other music lovers, and calculated to include visits to all the great musical and dramatic events of Europe in 1930. In view of the large number of school music supervisors who will take this tour this summer, there is the possibility that the winner of this prize tour will already have arranged for the tour. In such an event, all money paid in by the winning supervisor will be immediately refunded.

HIGHWAY EDUCATION BOARD ANNOUNCES ESSAY AND LESSON COMPETITIONS FOR ELEMENTARY SCHOOLS

Stressing the need on the part of school children to set a good example in safety on the nation's highways, Thos. H. MacDonald, chairman of the Highway Education Board, Washington, D. C., announces completion of the plans for the ninth annual street and highway safety campaign for elementary school children and teachers throughout the United

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States. This campaign consists of two contests, one for children, the other for teachers.

The one contest, open to all elementary school pupils of the fifth, sixth, seventh and eighth grades, 14 years of age and under, is for the best essays on the subject: "What I am Doing to Set a Good Example in Safety on the Highways," while the other, open to all elementary school teachers, is for the best lessons on the subject: "Teaching the Essentials of Streets and Highway Safety." The two contests are conducted simultaneously in the schools of the country.

Both state and national prizes will be awarded, and one pupil and one teacher, first national winners in their respective contests, will be brought to Washington as guests of the Highway Education Board for a week. While in Washington they also will be presented with their national prizes.

In the contest for teachers there are no state prizes, but three national prizes are given. The teacher writing the best lesson on street and highway safety receives a cash prize of \$500 and a trip to Washington with all expenses paid. That teacher writing the second best lesson receives a check for \$300, while the third best lesson is awarded a prize of \$200.

Gold, silver, and bronze medals are awarded to first, second and third prize winners of each state in the contest for school children, in addition to checks for \$15, \$10, and \$5 respectively. Each state has one first and one second prize winner, while the number of third prizes

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depends upon the number of elementary school children enrolled. Thus, Nevada and several other states, where the number of elementary school children is comparatively small, are awarded but one third prize, while Pennsylvania is allotted 23 and New York 25.

Following the selection of the best papers from each of the 54 states and territories, the essays and the lessons are entered in competition for the national prizes. First prize winner in the national contest for pupils in addition to being brought to Washington as the guest of the Board, is presented with a gold watch while in the National Capitol. Second and third prize winners in the essay contest receive gold watches.

The date on which essays and lessons must be handed to the school principal is May 9. Essays must be not more than 500 words in length and each contestant is required to submit an illustration, either original or clipped from a magazine or newspaper, that is pertinent to the question of safety education. A selection from those illustrations will be used by the Board in preparing a safety poster for the contest in 1931. Safety lessons must be between 1,000 and 3,000 words and may take the form which the teacher thinks best presents the subject, such as a lecture, recitation, game or drama.

These contests have been conducted by the Highway Education Board during the past nine years and each year has seen an increase in the number of participants.

The best papers for each state are selected by a state committee, as a rule named by the State Superintendent of Public Instruction. After the selection of the prize winning essays from each state or territory, these papers, with the best lessons, are forwarded to Washington where those entered in the national contests are typed and numbered and submitted to the national judges without any indication as to authorship.

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The first number appeared in January, 1929, and the twelve copies of Volume I have been of such high quality that the journal is now well established. It enters its second year with a subscription list well over 2500. "Agricultural Education" is a sixteen-page magazine, printed on good stock, and well illustrated. Both teachers of agriculture and administrators in this field are regular contribu-

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tors. The magazine meets the need for an exchange of ideas and practical suggestions among teachers of agriculture all over the United States.

Professor H. M. Hamlin of Iowa State College has been Editor during the first year. The new editor is Dr. Sherman Dickinson, Professor of Agricultural Education at the University of Missouri. The managing board includes leaders in agricultural education from all sections of the country.

The Meredith Publishing Company of Des Moines, Iowa, is publishing the magazine at cost as a service to the cause of improved agriculture. The journal may be secured by sending the subscription price, \$1.00, to the publishers.

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January 10th, 1930.

Mr. E. M. Carter, Secy-Treas.

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At your request I am handing you Certificate No. 2110 and am also writing two letters for Mrs. Dickson to sign, acknowledging receipt of the \$3,000.00 draft.

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